

# 4th Grade

## April Learning Activities

Dear Students, Parents, and Families:

As our break extends, your teacher is providing this packet of resources to continue your child's learning. We recommend that your elementary child spends approximately 2 hours daily on engaged learning activities.

Please plan times for the following activities for your child.

### **READING:**

- Read for 40 minutes twice a week.
- Respond to one reading prompt by discussing it with someone or by writing about it in your notebook.

### **WRITING:**

- The goal for April is to write a story. Make sure you plan for your characters, setting, and plot. Then write a rough draft. Revise and edit with someone. When starting to type your final draft in a Google Docs, please share it with your teacher!

### **MATH:**

- Spend at least 30 minutes Monday -Thursday working on math activities listed on the math page.

### **OTHER:** (Science, and MAPL--Music, Art, PE & LMC/Tech)

- The Enrichment Activities pages are for your child to explore. You may choose to use these daily, but Fridays are assigned enrichment days.

Each day, check off the items on the daily log as they are completed. Initial each day when your student has completed the work. Students should bring the calendar and notebook back to school to share with their teacher when school is back in session.

\*Note: If you or your child becomes frustrated or overwhelmed with any of these activities, please contact your child's teacher so we can be of assistance to you through this process.

**For your convenience, all of the information included in this packet is also available on the Elementary School's website under the "Families" tab.**

Your continued partnership is always appreciated!

# Daily Log

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Each day, check off the items on the daily log as they are completed. Initial each day when your student has completed the work.

<p><b>April 6</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 7</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Brainstorm story ideas</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 8</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 9</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Brainstorm story ideas</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 10</b></p> <p style="text-align: center;"><b>NO SCHOOL</b> <b>Enjoy your time</b> <b>with your family!</b></p>
<p><b>April 13</b></p> <p style="text-align: center;"><b>NO SCHOOL</b> <b>Enjoy your time</b> <b>with your family!</b></p>	<p><b>April 14</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Use a character web to describe the main character of your story</li> <li><input type="checkbox"/> Writing: Plan your setting</li> </ul>	<p><b>April 15</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 16</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Begin rough draft of your story</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 17</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mystery Science: Lesson 1</li> <li><input type="checkbox"/> Additional Enrichment Activities</li> <li><input type="checkbox"/> MAPL activity</li> </ul>
<p><b>April 20</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 21</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Continue drafting story (use narrative checklist to guide you)</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 22</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 23</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Writing: Continue drafting story (use narrative checklist to guide you)</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 24</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mystery Science: Lesson 2</li> <li><input type="checkbox"/> Mystery Science: Lesson 3</li> <li><input type="checkbox"/> Additional Enrichment Activities</li> </ul>
<p><b>April 27</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 28</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read and peer edit with another person.</li> <li><input type="checkbox"/> Writing: Begin typing in Google Docs to share with your teacher</li> </ul>	<p><b>April 29</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 min</li> <li><input type="checkbox"/> Read 40 min.</li> <li><input type="checkbox"/> Reading Response</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>April 30</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Math 30 Min</li> <li><input type="checkbox"/> Writing: Finish typing your story</li> <li><input type="checkbox"/> Writing: Share your story with your teacher</li> <li><input type="checkbox"/> MAPL activity</li> </ul>	<p><b>May 1</b> Adult Initials _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mystery Science: Lesson 4</li> <li><input type="checkbox"/> Additional Enrichment Activities</li> <li><input type="checkbox"/> MAPL activity</li> </ul>

# READING AND WRITING WORKSHOP

- Please read for 40 minutes twice a week.
- You may choose to read a book that you have with you or use an online book using a resource like Epic! or Sora.
- Respond to one prompt below by discussing it with someone or by writing about it in your notebook.
- Please remember to check off your reading and your response in the daily log.
- On writing days, follow the directions on the calendar to plan, draft, and write your story.

## Reading Responses

## Writing

### Character

- Describe the main character.
  - Traits, Thoughts/Feelings, Actions
- What does the character want? Do you think he/she will get it? If so, how?
- Does the character change throughout the story? If so, explain how he/she changes.

### Setting

- Describe the setting
  - Think about where and when the story takes place.
  - Why is the setting important in the story?

### Plot

- Retell the most important events in the story
- Was there a problem in this book? What was it? How was it solved?

### Fab 4 (Predict, Clarify, Question, Summarize)

\*See attached sheet for more information

- **Predict:** What do you think will happen in each chapter?
- **Clarify:** List any words/ideas in the story that you don't understand? Include page number.
- **Question:** What questions do you have about the chapter/text?
- **Summarize:** Summarize what you have read.

See the daily log for writing tasks each week.

Learning Skills for April:

- Write a story (narrative) with good organization and development
- Use grade appropriate spelling, capitalization, and punctuation when writing.

*Coming in May... FREE WRITE! You will use all the skills you've learned to write stories, non-fiction, or answer prompts.*

# MATH Activities

- Complete the 10 required math activities in the order they are listed. Check off once complete.
- Watch the video before completing the worksheet.
- If you still have time during your 30 minutes of daily math, choose skills to review from the choices in the bottom box.

## Required Math Activities

### Fractions & Decimals (in the following order)

\_\_\_\_\_ Compare fractions: Worksheet 7.1

- Video: <https://youtu.be/8OKTrNOuT-Q>

\_\_\_\_\_ Fractions on a number line: Worksheet 7.2

- Video: <https://youtu.be/7vWzd-ZV6-Q>

\_\_\_\_\_ Fractions of Different Sized Wholes: Worksheet 7.3

- Video: <https://youtu.be/8VjhtS3kLOY>

\_\_\_\_\_ Equivalent Fractions Using Multiplication: Worksheet 7.4

- Video: <https://youtu.be/yZqVJtDO7gc>

\_\_\_\_\_ Equivalent Fractions Using Division: Worksheet 7.5

- Video: <https://youtu.be/AtBUQH8Tkqc>

\_\_\_\_\_ Compare Fractions With Unlike Denominators: Worksheet 7.6

- Video: <https://youtu.be/2dbasvm3iGO>

\_\_\_\_\_ Relate Fractions and Decimals: Worksheet 7.8

- Video: [https://youtu.be/\\_jcW-ZgpRbM](https://youtu.be/_jcW-ZgpRbM)

\_\_\_\_\_ Compare Decimals to Hundredths: Worksheet 7.10

- Video: <https://youtu.be/wtrrrr15mbvQ>

\_\_\_\_\_ Decimals Greater than 1: Worksheet 7.11

- Video: <https://youtu.be/ekOzu14IP7g>

\_\_\_\_\_ Compare Decimals Greater than 1: Worksheet 7.12

- Video: <https://youtu.be/HCC96awA-FM>

## Review Skills (Choice)

- Timed Test to practice facts
- Flashcards to practice facts
- Math Minutes on iPad (Google Classroom)
- See online options on online resources page

# ONLINE RESOURCES

## Book Resources

- Scholastic Learn at Home -- [www.scholastic.com/learnathome](http://www.scholastic.com/learnathome) Daily learning activities on one topic include several books to read, a related video, and a writing activity.
  - **User:** Learning20 **Password:** Clifford
- Book Flix -- <http://teacher.scholastic.com/products/bookflix/#/> (click login in top right) Fiction and nonfiction books that can be read or read aloud.
  - **User:** Learning20 **Password:** Clifford
- True Flix -- <https://sdm-tfx.digital.scholastic.com/?authCtx=U.600107734> Nonfiction books on a large variety of topics to be read or read aloud.
  - **User:** Learning20 **Password:** Clifford
- Epic! -- <https://www.getepic.com/students>
  - Teacher will provide a class code
- Storyline online -- <https://www.storylineonline.net/>

## Optional Math Activities

- **Splash Math**
- **Freckle**
- **Khan Academy**
- **Prodigy** Games for students to practice math: <https://www.prodigygame.com>
- **Math Before Bedtime**  
Awesome resource with images, patterns, and puzzles that you can discuss <http://mathbeforebed.com>
- **Cook Together**  
Practice measuring by cooking a recipe together with a family member.
- **"Grocery Shopping"**  
Choose several food items you have in your house and determine a price for each one. Let your child use a handful of coins to figure out all the different combinations of coins that could pay for that item. For example, if an apple cost 58 cents, how many different ways could you pay for it in coins?

# ENRICHMENT ACTIVITIES – page 1

Choose one or more activities from these two pages to complete as it fits into your schedule. Choose from a variety of different areas to get a variety of different experiences.

## SCIENCE

### Mystery Science Unit: The Human Machine

\_\_\_\_ **Mystery Science Lesson 1: Why do your biceps bulge?**

<https://mysteryscience.com/body/mystery-1/muscles-skeleton/59?code=NDExMDg3MzU&t=student>

\_\_\_\_ **Mystery Science Lesson 2: What do people who are blind see?**

<https://mysteryscience.com/body/mystery-2/light-eyes-vision/60?code=NDExMDg3MzU&t=student>

\_\_\_\_ **Mystery Science Lesson 3: How can some animals see in the dark?**

<https://mysteryscience.com/body/mystery-3/structure-function-of-eyes/61?code=NDExMDg3MzU&t=student>

\_\_\_\_ **Mystery Science Lesson 4: How does your brain control your body?**

<https://mysteryscience.com/body/mystery-4/brain-nerves-information-processing/62?code=NDExMDg3MzU>

## LMC/Tech Activities from Mrs. Hundt & Mrs. Mead

Create a “Primary Source” to document your life right now. Take a photograph of yourself, write in a journal OR create a time capsule. Click on the link for more information about primary sources.

<https://www.pbslearningmedia.org/tools/storyboard/view/7c7e2946-cc7b-4727-8d46-a1e5d034fc6d/>

Model good digital citizenship in all your internet connections with family, classmates and teachers. To learn more and to become “Internet Awesome” click on the link.

<https://www.pbslearningmedia.org/tools/storyboard/view/7b9c878b-60ed-48c9-9042-ff442d72ff96/>

Show a family member your favorite LMC resource.

<https://www.pbslearningmedia.org/tools/storyboard/view/142f24cb-af00-48a6-9617-eb5d299899c8/>

**Be an explorer!** Draw a path and the sites a bug would see if it traveled around your house. If you have access to the internet, click on this link for more ideas:

<https://wisconsin.pbslearningmedia.org/tools/storyboard/view/3fb5deae-bac3-401d-9e45-50b61a6484c8>

**Be a computer programmer!** Design an obstacle course inside or outside your home and create a program for someone to follow from start to finish with LEFT, RIGHT, UP, DOWN, and any other directions necessary. If you have access to the internet, click on this link for more ideas:

<https://wisconsin.pbslearningmedia.org/tools/storyboard/view/46ba3621-1e82-43b6-8fe3-980c91adeaa2>

Check out “Mrs. Mead’s Technology Links” for some of your favorite websites.

## ENRICHMENT ACTIVITIES – page 2

Choose one or more activities from these two pages to complete as it fits into your schedule. Choose from a variety of different areas to get a variety of different experiences.

### Music Activities from Mrs. Jones

- \*Watch this greeting with Mrs. Jones: <https://youtu.be/v2C-x4JRe3U>
- \*Check out this cool video with unique instruments: <https://youtu.be/HR8Oz8Pp8hl>
- \*Present your composer/performer Google Slides project to someone
- \*Explore more in GarageBand
- \*Sing along to a karaoke YouTube video
- \*Make an instrument using things you find around your house and play along to a song

### Art Ideas from Ms. Lotspaih

- \*Watch a greeting from Ms. Lotspaih and Mrs. Finch! <https://youtu.be/g8JNW1mOVxA>
- \*With an adult's help, view Chuck Close's paintings on Google Images and discuss what you see.
- \*After looking at Close's work, use outside objects to make a large portrait outdoors. (ex. rocks for eyes, grass clippings for hair)
- \*Continue to work on the 25 Day Drawing Challenge on Google Classroom.
- \*While eating a snack, arrange your food in a pattern before eating it up! (ex: trail mix- peanut, raisin, m&m, peanut, raisin, m&m)
- \*Do a random act of kindness by making a card for someone you miss. With the help of an adult send it to them in the mail.

### Physical Education with Mrs. Meyers, Mr. Merrill & Ms. Tischler

- \*During this extended learning time, it's more important than ever for students to be active. Click on this link for our **PE CHOICE BOARD**, which offers a variety of ways to be active! We hope you have fun!!  
<https://drive.google.com/file/d/1YOk7iC7pRWCjMYA2NOdvZXF0IkM8O+D/view?usp=sharing>
- \***SHARE WITH US!!** We would love to hear from you about the ways you are staying active at home! Click on this link to fill out a short form! <https://forms.gle/7iEBr1LucRWByPFM9>



# WSES PE Choice Board



Students & parents-

We hope you enjoy choosing a variety of ways to be active! Most of all, have fun!

Mr. Merrill,  
Mrs. Meyers &  
Ms. Tischler

Go for a bike ride as a family!	Find a partner, and play <a href="#">Down, Set, Hut Football!</a>	Play outside any activity that involves a ball. Can you kick, throw, catch, roll, toss, etc?	Find a deck of cards and do this <a href="#">Playing Card Fitness</a> activity!	Family Challenge: Dance to your favorite song, and see who has the best dance moves!
Who likes Monopoly? Try this version of <a href="#">Movement Monopoly!</a>	Get some exercise as a family with this <a href="#">neighborhood scavenger hunt!</a>	Make a decision and do an exercise in this <a href="#">Would you rather?</a> activity!	You only need one dice to roll & play this <a href="#">Healthy Dice</a> activity!	Incorporate at least 3 of the 5 food groups (dairy, grains, proteins, vegetables, fruits) into a healthy snack!
<a href="#">Hunt for these items around the house</a> , and then get ready to exercise!	Go outside and kick a ball around your house 3 times or more!	3, 2, 1... Try this activity called <a href="#">Buzzer Beater Basketball!</a>	Help your family cook a healthy meal together. When you are done, clean up the dishes!	Try these <a href="#">hand striking challenges</a> with a light ball or balloon.
Use a bucket or a laundry basket to complete <a href="#">these challenges!</a>	Teach your family your favorite tag game, and play it!	You're going to love this <a href="#">Stairway to Fitness</a> activity!	Ready, aim, fire! Play <a href="#">Toss-12</a> with a partner! (Could use a plastic bottle and balls for equipment.)	Have a family plank contest to see who can hold it the longest! Try it again!

## URL Links For Above Activities:

**CHOICE BOARD:** <https://drive.google.com/file/d/1YOk7iC7pRWCjMYA2NOdvZXF0IkM80tD/view>

**Down, Set, Hut Football:** <https://drive.google.com/file/d/1rHa1GhekumM1KGxqx9I5AztyxfRCMYJF/view>

**Playing Card Fitness:** <https://www.youtube.com/watch?v=Hzy9IOrInpQ&feature=youtu.be>

**Movement Monopoly:** <https://drive.google.com/file/d/164LSBLvbf4UXYsgeDF6OEjnvRHUKfuTr/view>

**Neighborhood Scavenger Hunt:** [https://drive.google.com/file/d/1MUipmy\\_sOmWyWaQuTiJvdtfUjfpd1Xnu/view](https://drive.google.com/file/d/1MUipmy_sOmWyWaQuTiJvdtfUjfpd1Xnu/view)

**Would You Rather:** <https://www.youtube.com/watch?v=jAuhWjMRCpg&feature=youtu.be>

**Healthy Dice:** <https://drive.google.com/file/d/13PhvYfl1WCnH2ntYQfJ86Bu0mWZ-6FvU/view>

**Hunt Around the House:** [https://drive.google.com/file/d/1KgAIOQV2CwQ9\\_uYCROIQOSzZJyB9GoD\\_/view](https://drive.google.com/file/d/1KgAIOQV2CwQ9_uYCROIQOSzZJyB9GoD_/view)

**Buzzer Beater Basketball:** [https://drive.google.com/file/d/1\\_CyJ3V5HQgSqvZGndI-Lu6FxoyC4bEAz/view](https://drive.google.com/file/d/1_CyJ3V5HQgSqvZGndI-Lu6FxoyC4bEAz/view)

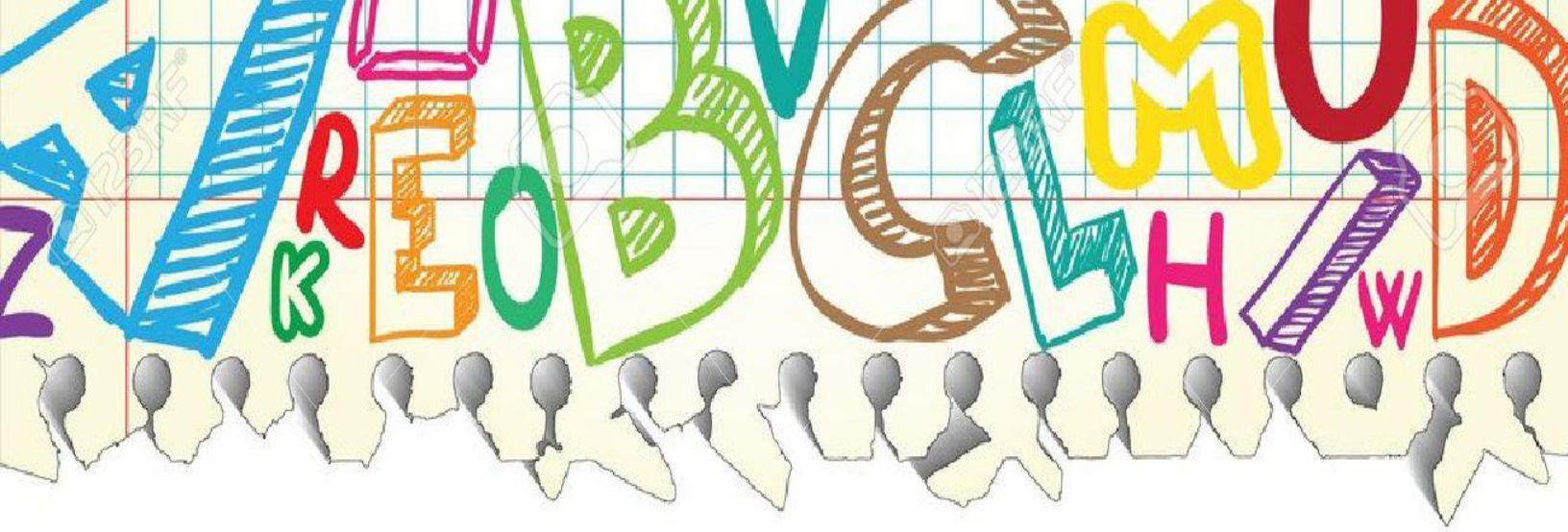
**Hand Striking Challenges:** [https://drive.google.com/file/d/1SK1anUPiYapNTP8uUNeCMntNj0e\\_rSOz/view](https://drive.google.com/file/d/1SK1anUPiYapNTP8uUNeCMntNj0e_rSOz/view)

**Bucket Quest Challenges:** <https://drive.google.com/file/d/17AvkNGggpbvHKb3fqlyAtcJ15eykIIU0/view>

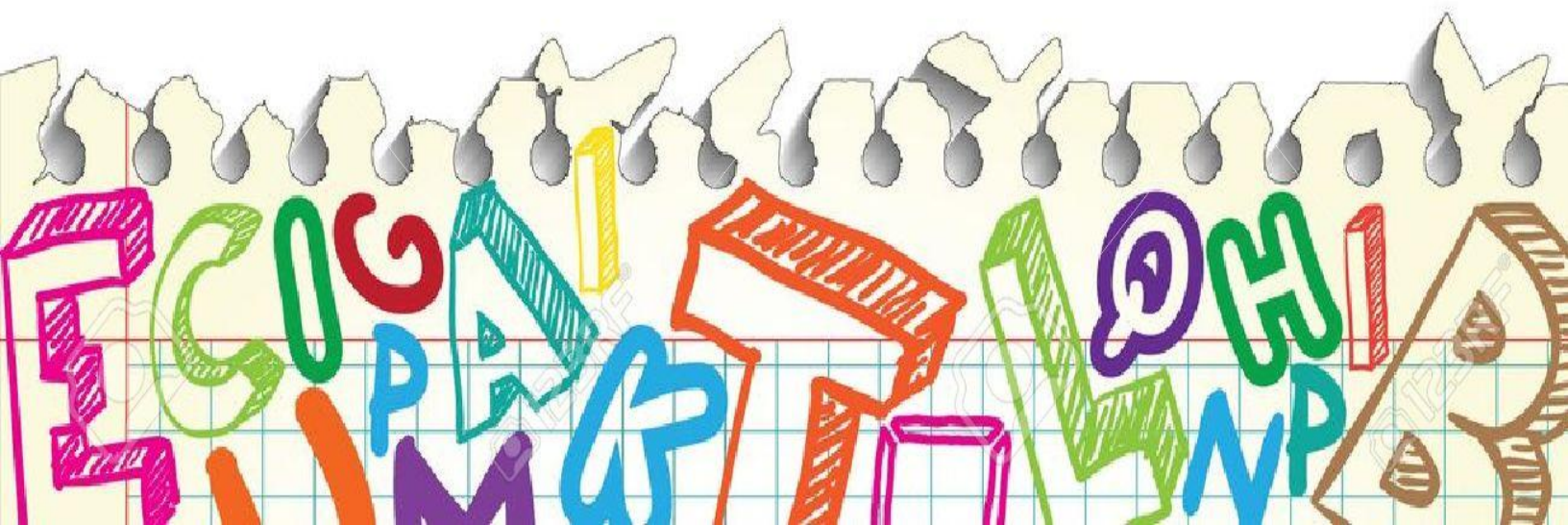
**Stairway to Fitness Activity:** <https://www.youtube.com/watch?v=LvmZTCXq2Ts&feature=youtu.be>

**Toss 12:** [https://www.youtube.com/watch?time\\_continue=1&v=tXlzRaUFmDc&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=tXlzRaUFmDc&feature=emb_logo)





# *Reading & Writing*



## FAB 4

### Reading Comprehension Strategies

#### Predicting

Preview the text to anticipate what may happen next. Readers use text evidence, along with their prior knowledge to make predictions, before and during reading.

##### Predicting with Fiction

- Preview cover art, title, author, and illustrations
- Flip through the text to preview visuals
- Preview to consider setting, characters, problem, characters' feelings and motives, events, and theme.
- Consider whether the author's purpose is to entertain, inform, or persuade.
- Return to predictions both during and after reading to confirm or revise them.

#### Clarifying

Helps readers keep track of their comprehension and use fix-up strategies when needed.

When you need to clarify:

I didn't get...(word, part, chapter, paragraph...)  
I didn't understand this part...

##### Fix up Strategies:

- Reread
- Read on
- Look for context clues

##### When I clarify I:

Explain Reread Solve

#### Questioning

Good readers ask questions throughout the reading process. Some questions are answered in the book, while others are inferred.

Preview the chapter title and ask a question.

Watch for answers to your questions while you read!

##### Questioning with Fiction

- I wonder...
- Who? What? When? Where? Why? How?
- Why do you think?

#### Summarizing

Readers write about the most important parts of the story in a sequential order.

The summary will include the setting, characters, problem, events and solution.

- Setting**--The story takes place...
- Character**--The main characters are...
- Problem**--The problem in the story is...







##### Summarizing Fiction

- This part was mostly about...
- Use chapter heading
- Think about beginning, middle, end--explain the most important parts
- First, next, then, finally...

# Narrative Writing Checklist

## Grade 4

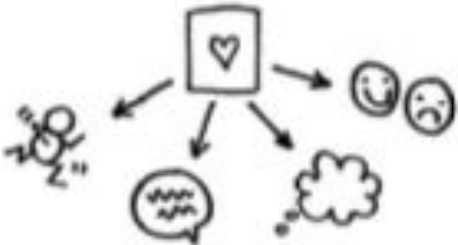




### STRUCTURE

Overall	I wrote the important part of an event bit by bit and took out unimportant parts.		
	Did I do it like a fourth grader?		<input type="checkbox"/> NOT YET <input type="checkbox"/> STARTING TO <input type="checkbox"/> YES
Lead		I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Transitions	<p>Just then, Suddenly,</p>  <p>After a while, A little later,</p> 	I showed how much time went by with words and phrases that mark time such as <i>just then</i> and <i>suddenly</i> (to show when things happened quickly) or <i>after a while</i> and <i>a little later</i> (to show when a little time passed).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ending		I wrote an ending that connected to the beginning or the middle of the story.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		I used action, dialogue, or feeling to bring my story to a close.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Organization		I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Narrative Writing Checklist (continued)

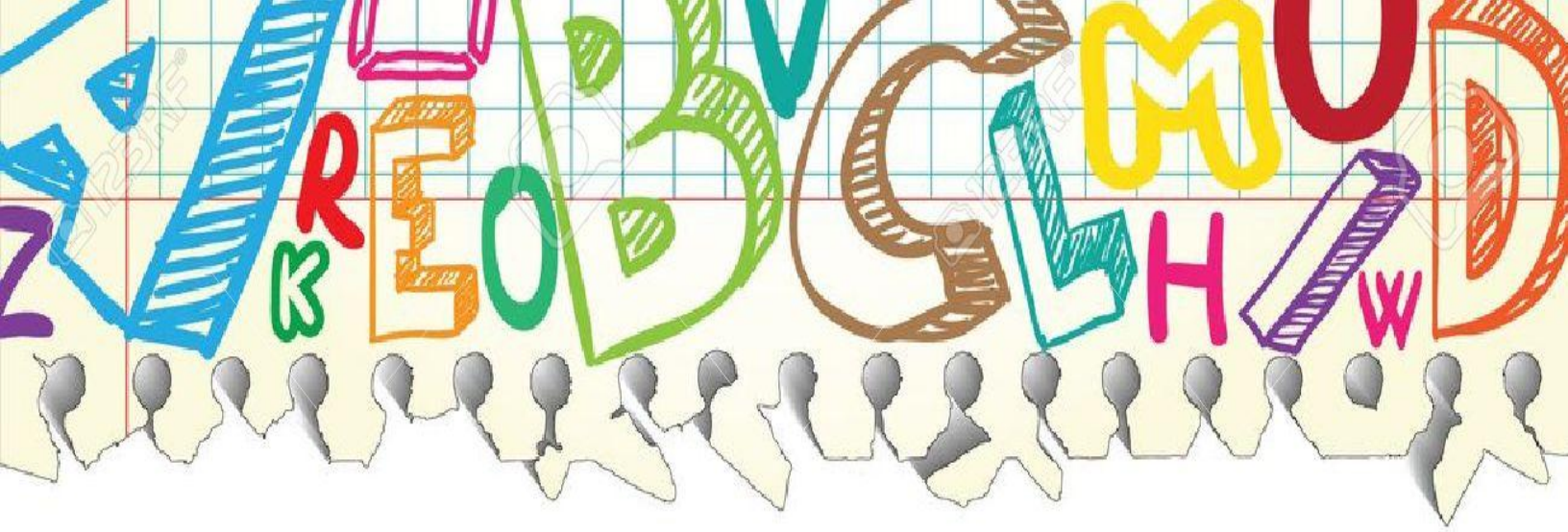
## Grade 4

### DEVELOPMENT

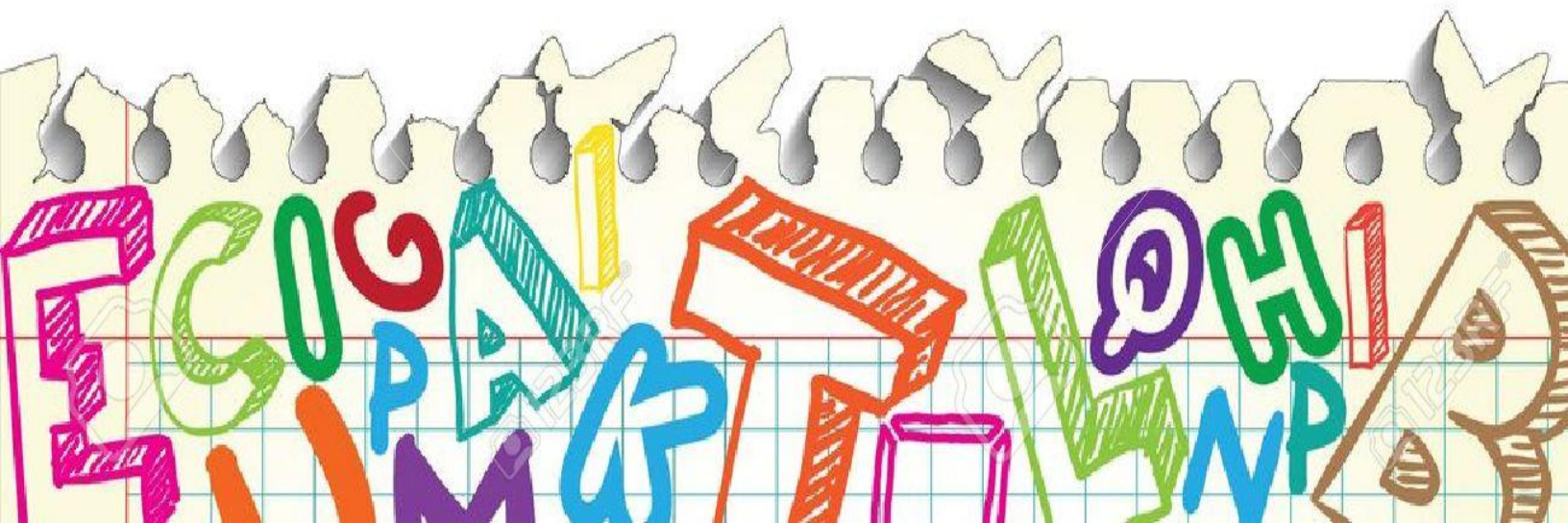
	Did I do it like a fourth grader?	NOT YET	STARTING TO	YES!
Elaboration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Language Conventions - 4th grade rubric

Possible score	1	2	3	3+
<b>Capitalization</b>	The writer used capital letters for the beginnings of most sentences and the word <i>I</i> .	The writer used capital letters for the beginnings of sentences, the word <i>I</i> , and names.	The writer used capital letters for the beginning of each sentence, the word <i>I</i> , names, titles, and proper nouns.	The writer used capital letters accurately in other areas as appropriate, including dialogue, citations, and complex proper nouns.
<b>Punctuation</b>	The writer put correct punctuation at the end of most sentences.	The writer put correct punctuation at the end of most sentences.  The writer started to use commas in lists.	The writer ended every sentence with appropriate punctuation.  The writer used commas in lists.  The writer started to use commas before a coordinating conjunction in a compound sentence.  The writer started to use commas in dialogue.	When writing long, complex sentences, the writer used commas to make them clear and correct.  The writer used commas in lists.  The writer used commas before a coordinating conjunction in all compound sentences.  The writer used commas correctly in all dialogue.
<b>Spelling</b>	The writer spelled some grade level words correctly.  The writer did not use additional resources to edit and produce a final draft.	The writer spelled many grade level words correctly.  The writer showed some evidence of using resources and editing to produce a final draft.	The writer spelled most grade level words correctly.  The writer showed some evidence of using resources and editing to produce a final draft.	The writer spelled all grade level words correctly.  The writer edited her writing to produce her best work.



# *Math Assignments*



**7-1**  
**Homework**

Name \_\_\_\_\_

Date \_\_\_\_\_

Write  $>$  or  $<$  to make each statement true.

1  $\frac{1}{5}$  ○  $\frac{1}{4}$

2  $\frac{6}{10}$  ○  $\frac{5}{10}$

3  $\frac{4}{10}$  ○  $\frac{4}{12}$

4  $\frac{3}{5}$  ○  $\frac{4}{5}$

5  $\frac{3}{6}$  ○  $\frac{3}{8}$

6  $\frac{7}{100}$  ○  $\frac{8}{100}$

Solve. Explain your answers.

*Show your work.*

- 7 Juan took
- $\frac{2}{12}$
- of the fruit salad and Harry took
- $\frac{3}{12}$
- of the same salad. Who took more of the salad?

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- 8 Kim drank
- $\frac{1}{3}$
- of a carton of milk. Joan drank
- $\frac{1}{4}$
- of a carton. Who drank more?

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- 9 Maria read
- $\frac{3}{8}$
- of a story. Darren read
- $\frac{3}{6}$
- of the same story. Who read more of the story?

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- 10 Write 2 things you learned today about comparing fractions.

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- 11 Write and solve a fraction word problem of your own.

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- 1 Use the number line to compare the fractions or mixed numbers. Write  $>$  or  $<$  to make the statement true.



a.  $\frac{3}{4} \bigcirc \frac{5}{8}$

b.  $1\frac{1}{4} \bigcirc \frac{3}{2}$

c.  $\frac{9}{4} \bigcirc 2\frac{1}{2}$

d.  $\frac{7}{2} \bigcirc \frac{17}{8}$

e.  $4\frac{2}{4} \bigcirc 4\frac{5}{8}$

f.  $4\frac{1}{2} \bigcirc \frac{33}{8}$

g.  $1\frac{3}{4} \bigcirc 1\frac{7}{8}$

h.  $1\frac{1}{2} \bigcirc 1\frac{1}{8}$

- 2 Mark and label the letter of each fraction or mixed number on the number line.



a.  $\frac{3}{8}$

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

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

d.  $2\frac{1}{8}$

e.  $2\frac{7}{8}$

f.  $3\frac{1}{4}$

g.  $3\frac{5}{8}$

h.  $4\frac{2}{4}$

i.  $4\frac{6}{8}$

j.  $4\frac{7}{8}$

The list below shows the amount of fruit purchased from the market.

Fruit Purchases (lb = pounds)

apples $2\frac{1}{8}$ lb	bananas $2\frac{3}{8}$ lb
grapes $2\frac{2}{3}$ lb	oranges $3\frac{1}{10}$ lb

- 3 Decide if each weight is closer to 2 pounds,  $2\frac{1}{2}$  pounds, or 3 pounds. Write *closer to 2 pounds*, *closer to  $2\frac{1}{2}$  pounds*, or *closer to 3 pounds*.

a. apples \_\_\_\_\_

b. bananas \_\_\_\_\_

c. grapes \_\_\_\_\_

d. oranges \_\_\_\_\_

- 4 Which purchase had a greater weight?

a. apples or grapes \_\_\_\_\_

b. oranges or bananas \_\_\_\_\_



- 1 Draw a small square, a medium square, and a large square. Shade  $\frac{1}{6}$  of each.
  
- 2 Draw a small circle, a medium circle, and a large circle. Shade  $\frac{3}{4}$  of each.
  
- 3 Draw a short rectangle, a medium rectangle, and a long rectangle. Shade  $\frac{3}{5}$  of each.
  
- 4 Look at the different size shapes you shaded in Problems 1–3. Describe what they show about fractions of different wholes.

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Solve.

*Show your work.*

- 5 Kris ate  $\frac{3}{8}$  of a pizza and Kim ate  $\frac{4}{8}$  of the same pizza. Did they eat the whole pizza? Explain.
  
- 6 Amena ate  $\frac{1}{2}$  of a sandwich. Lavonne ate  $\frac{1}{2}$  of a different sandwich. Amena said they ate the same amount. Lavonne said Amena ate more. Could Lavonne be correct? Explain your thinking.

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Use the fraction strips to show how each pair is equivalent.

1  $\frac{1}{3}$  and  $\frac{2}{6}$



$$\frac{1}{3} = \frac{1 \times \boxed{\phantom{00}}}{3 \times \boxed{\phantom{00}}} = \frac{2}{6}$$

2  $\frac{3}{4}$  and  $\frac{9}{12}$



$$\frac{3}{4} = \frac{3 \times \boxed{\phantom{00}}}{4 \times \boxed{\phantom{00}}} = \frac{9}{12}$$

3  $\frac{2}{5}$  and  $\frac{4}{10}$



$$\frac{2}{5} = \frac{2 \times \boxed{\phantom{00}}}{5 \times \boxed{\phantom{00}}} = \frac{4}{10}$$

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



$$\frac{2}{4} = \frac{2 \times \boxed{\phantom{00}}}{4 \times \boxed{\phantom{00}}} = \frac{6}{12}$$

Complete to show how the fractions are equivalent.

5  $\frac{5}{6}$  and  $\frac{35}{42}$

$$\frac{5}{6} = \frac{5 \times \boxed{\phantom{00}}}{6 \times \boxed{\phantom{00}}} = \frac{35}{42}$$

6  $\frac{4}{10}$  and  $\frac{40}{\boxed{\phantom{00}}}$

$$\frac{4}{10} = \frac{4 \times 10}{10 \times \boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

Complete.

7  $\frac{4}{5} = \frac{4 \times \boxed{\phantom{00}}}{5 \times \boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{45}$

8  $\frac{2}{5} = \frac{2 \times \boxed{\phantom{00}}}{5 \times \boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{40}$

9  $\frac{3}{8} = \frac{3 \times \boxed{\phantom{00}}}{8 \times \boxed{\phantom{00}}} = \frac{18}{\boxed{\phantom{00}}}$

# 7-5 Homework

Name \_\_\_\_\_

Date \_\_\_\_\_

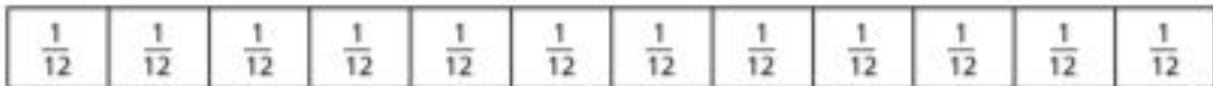
Shade the fraction bar to show the fraction of items sold. Group the unit fractions to form an equivalent fraction in simplest form. Show your work numerically.

- 1 The manager of Fantasy Flowers made 8 bouquets of wild flowers. By noon, she sold 2 of the bouquets. What fraction did she sell?



Group size: \_\_\_\_\_ Fraction of bouquets sold:  $\frac{2 \div}{8 \div} =$  \_\_\_\_\_

- 2 A car dealer had 12 red cars on his lot at the beginning of the month. The first week he sold 8 of them. What fraction did he sell that week?



Group size: \_\_\_\_\_ Fraction of red cars sold:  $\frac{8 \div}{12 \div} =$  \_\_\_\_\_

- 3 A music store received 10 copies of a new CD. They sold 6 of them in the first hour. What fraction did the store sell in the first hour?



Group size: \_\_\_\_\_ Fraction of CDs sold:  $\frac{6 \div}{10 \div} =$  \_\_\_\_\_

Simplify each fraction.

4  $\frac{8 \div}{10 \div} =$  \_\_\_\_\_

5  $\frac{6 \div}{12 \div} =$  \_\_\_\_\_

6  $\frac{25 \div}{100 \div} =$  \_\_\_\_\_

7  $\frac{4 \div}{8 \div} =$  \_\_\_\_\_

# 7-6 Homework

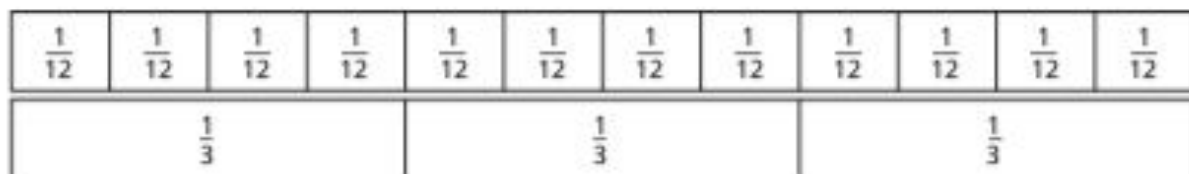
Name \_\_\_\_\_

Date \_\_\_\_\_

- 1 Use the fraction strips to compare the fractions

$\frac{7}{12}$  and  $\frac{2}{3}$ .

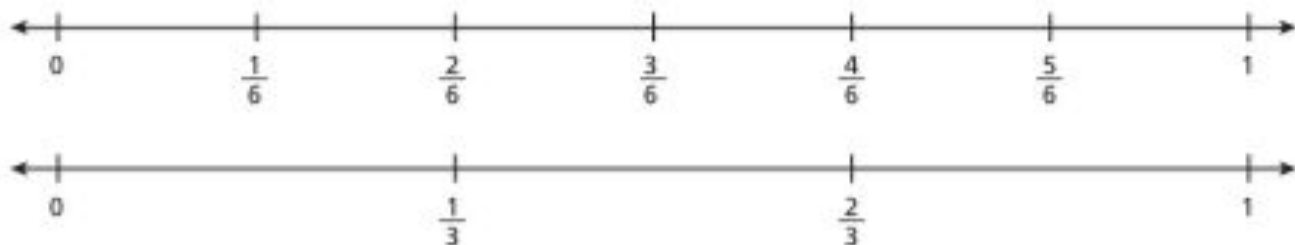
$$\frac{7}{12} \bigcirc \frac{2}{3}$$



- 2 Use the number lines to compare the fractions

$\frac{5}{6}$  and  $\frac{2}{3}$ .

$$\frac{5}{6} \bigcirc \frac{2}{3}$$



Compare. Write  $>$ ,  $<$ , or  $=$ .

3  $\frac{1}{6} \bigcirc \frac{3}{5}$

4  $\frac{7}{8} \bigcirc \frac{3}{4}$

5  $\frac{1}{4} \bigcirc \frac{3}{10}$

6  $\frac{7}{10} \bigcirc \frac{5}{8}$

7  $\frac{2}{3} \bigcirc \frac{1}{2}$

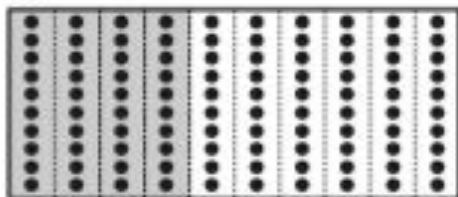
8  $\frac{2}{5} \bigcirc \frac{7}{10}$

Use the visual to fill in each blank.

- 1 The shaded part of the whole represents:

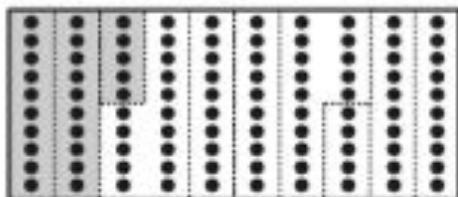
$$\frac{40}{100} = \text{_____ of _____ equal parts and the decimal _____}$$

$$\frac{4}{10} = \text{_____ of _____ equal parts and the decimal _____}$$



- 2 The shaded part of the whole represents:

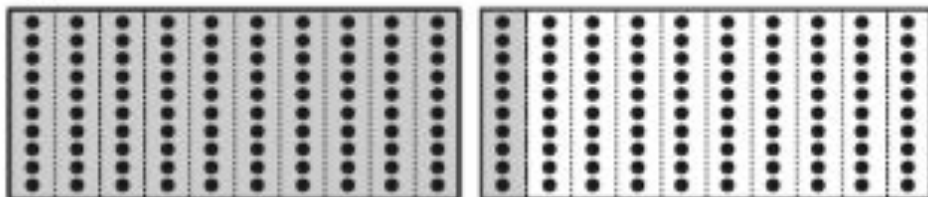
$$\frac{25}{100} = \text{_____ of _____ equal parts, } \frac{1}{4} = \text{_____ of _____ equal parts, and the decimal _____}$$



- 3 The shaded part of the whole represents:

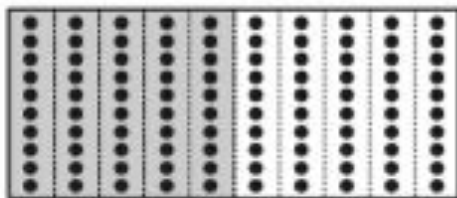
$$\frac{110}{100} = \text{_____ of _____ equal parts, } \frac{11}{10} = \text{_____ of _____ equal parts,}$$

$$1\frac{1}{10} = \text{_____ whole and _____ of _____ equal parts, and the decimal _____}$$



Solve.

- 4 Juan shaded a part of the whole. Four fractions represent the shaded part of the whole. List each fraction. Explain how each fraction relates to the shaded part of the whole.




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Write the decimal numbers that come next.

1 0.05   0.06   0.07   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

2 0.26   0.27   0.28   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

3 0.3   0.4   0.5   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

Write each number in decimal form.

4 9 tenths \_\_\_\_\_   5 5 hundredths \_\_\_\_\_   6 29 hundredths \_\_\_\_\_

7  $\frac{73}{100}$  \_\_\_\_\_   8  $\frac{2}{10}$  \_\_\_\_\_   9  $\frac{8}{100}$  \_\_\_\_\_

10 4 pennies \_\_\_\_\_   11 3 quarters \_\_\_\_\_   12 6 dimes and 1 nickel \_\_\_\_\_

Solve.

A small jar contains 4 white gumballs and 6 red gumballs.

13 What decimal number shows which part of the gumballs are red? \_\_\_\_\_

14 What decimal number shows which part of the gumballs are white? \_\_\_\_\_

15 A large jar of 100 gumballs has the same fractions of red gumballs and white gumballs as the small jar. How many gumballs in the large jar are red? \_\_\_\_\_ How many are white? \_\_\_\_\_

A sidewalk has 100 squares. There are cracks in 9 of the squares.

16 What decimal number shows what part of the sidewalk is cracked? \_\_\_\_\_

17 What fraction shows what part of the sidewalk is cracked? \_\_\_\_\_

Write each decimal tenth as a decimal hundredth.

18  $0.6 =$  \_\_\_\_\_   19  $0.2 =$  \_\_\_\_\_   20  $0.5 =$  \_\_\_\_\_

Write each number in decimal form.

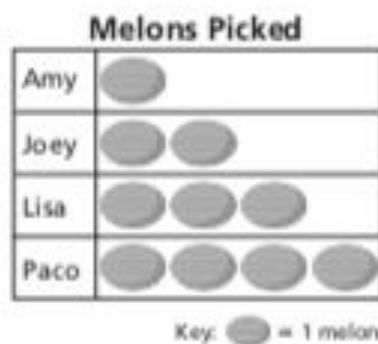
- 1 6 tenths \_\_\_\_\_      2 85 hundredths \_\_\_\_\_      3 9 hundredths \_\_\_\_\_  
 4 7 tenths \_\_\_\_\_      5  $\frac{4}{100}$  \_\_\_\_\_      6  $2\frac{9}{10}$  \_\_\_\_\_  
 7  $\frac{23}{10}$  \_\_\_\_\_      8  $11\frac{3}{100}$  \_\_\_\_\_      9 6 cents \_\_\_\_\_  
 10 twelve *and* 5 tenths \_\_\_\_\_  
 11 thirty *and* 25 hundredths \_\_\_\_\_

Write each decimal in expanded form.

- 12 27.9 \_\_\_\_\_  
 13 153.76 \_\_\_\_\_  
 14 203.06 \_\_\_\_\_

Use the graph to answer questions 15–17.

- 15 What decimal part of all the melons did Amy pick? \_\_\_\_\_  
 16 What decimal part of all the melons did Paco pick? \_\_\_\_\_  
 17 What decimal part of all the melons did Joey and Lisa pick together? \_\_\_\_\_



Solve.

- 18 A centipede has 100 legs. What decimal part is one leg? \_\_\_\_\_  
 19 At a banquet, each cake was cut into 100 pieces. The guests ate 4 whole cakes and all but one piece of another. What decimal number represents the number of cakes that were eaten? \_\_\_\_\_  
 20 Miguel earned \$10 and saved \$3. What decimal part did he save? \_\_\_\_\_  
 21 Jing earned \$100, and saved \$30. What decimal part did she save? \_\_\_\_\_

Write these amounts as decimal numbers.

- 1 4 tenths \_\_\_\_\_      2 72 hundredths \_\_\_\_\_      3 6 hundredths \_\_\_\_\_  
 4 8 cents \_\_\_\_\_      5  $\frac{68}{100}$  \_\_\_\_\_      6  $9\frac{4}{10}$  \_\_\_\_\_  
 7  $\frac{16}{100}$  \_\_\_\_\_      8  $6\frac{7}{100}$  \_\_\_\_\_      9 30 hundredths \_\_\_\_\_

Circle the number that does not have the same value as the others.

- 10 0.95    0.950    0.905      11 0.2    0.20    0.02  
 12 0.730    0.703    0.73      13 1.6    1.60    1.06  
 14 0.59    5.90     $\frac{59}{100}$       15 0.08    0.008    0.080

Write  $>$ ,  $<$ , or  $=$  to compare these numbers.

- 16 4.67 ○ 12.7    17 0.35 ○ 0.4    18 4.58 ○ 1.25    19 8.3 ○ 0.83  
 20 0.92 ○ 0.91    21 2.3 ○ 0.84    22 10.1 ○ 10.01    23 7.4 ○ 0.74

The table shows how far four students jumped in the long jump contest. Use the table to answer the questions.

- 24 Whose jump was longest? \_\_\_\_\_  
 25 Whose jump was shortest? \_\_\_\_\_  
 26 Which two students jumped the same distance? \_\_\_\_\_

Long Jump Contest

Name	Length of Jump
Joshua	1.60 meters
Amanda	1.59 meters
Hester	1.7 meters
Miguel	1.6 meters