Week 3 ELA Packet

April 13-17,2020

Day	Assignment
Day 1 (April 13)	Advice for a Heavy Heart LAFS.4.RI.1.3 Questions
Day 2 (April 14)	Instinct and Intelligence LAFS.RI.1.1 Questions
Day 3 (April 15)	The Emperor and the Peasant Boy The Lad Who went to the North Wind RL.3.9 Chart
Day 4 (April 16)	The Lad Who went to the North Wind The Lad Who Went to the North Wind Visual Representatives RL.3.7 Chart
Day 5 (April 17)	Honest Neighbors Button Time RL.2.6 Questions

Name _____ Date _____

Advice for a Healthy Heart

by Dr. Goodson

Every day, my patients want to know about their heart. As a doctor, I tell them that their heart, *like all muscles*, needs to be exercised to stay strong. The other muscles in their body can just stop and rest if they become tired. But not their heart! Muscles that can stop if you want them to are called voluntary muscles. The heart, however, is an involuntary muscle that must keep working. It cannot stop.

The heartbeat is the muscle working. Every time your heart beats, it sends blood throughout the body. That is how the body gets its oxygen. The blood contains oxygen. As blood is delivered to where the body needs it, the oxygen is used up. So, one side of the heart sends blood to the lungs to get more oxygen. The other side sends the blood to the body with a new supply of oxygen.

Exercise is important because it strengthens the heart. Exercise makes our body use more oxygen so that the heart has to pump more blood. It sends more blood by increasing the number of times it beats every minute and by increasing the amount of blood with each beat. When we exercise, our arm and leg muscles get bigger and stronger. Well, so does the heart! The heart is made stronger by exercise, which makes it more efficient. Thus, we feel better even when doing normal daily activities. We feel as if we have more energy. The more we exercise, the better we feel, even when doing difficult things. Think about a time when you finished a good workout. Did you feel refreshed afterwards?

I also tell people that what they eat affects how their heart works. A balanced diet helps the blood vessels leading from the heart stay open and clean. Blood vessels take the pumped blood to the body and bring it oxygen. A poor diet can lead to fatty deposits in the blood vessels. The deposits clog them up. Vessels full of clogged-up deposits make it hard for the heart to pump blood through. Clogged vessels also limit the amount of blood and oxygen reaching the body.

Exercise and a well-balanced diet are important parts of keeping your heart and blood vessels healthy. A healthy heart and blood vessel system make us all feel more energetic. They allow us to do all of our daily activities more efficiently.

LAFS.4.RI.1.3

Using the text "Advice for a Healthy Heart" answer the following questions.

1. This has two parts. First, answer Part A. Then, answer Part B.

   Part A: What is **one** way the heart is used?
   Ⓐ To release fatty deposits into our blood vessels.
   Ⓑ To feed our bodies.
   Ⓒ To let our other muscles know they can rest.
   Ⓓ To send blood through the body.

   Part B: Which of the following details from the passage best supports your answer in Part A?
   Ⓐ "A poor diet can lead to fatty deposits in the blood vessels."
   Ⓑ "Exercise and a well-balanced diet are important parts of keeping your heart and blood vessels healthy."
   Ⓒ "The other muscles in their body can just stop and rest if they become tired. But not their heart!"
   Ⓓ "Every time your heart beats, it sends blood throughout the body."

2. What causes a limited amount of blood and oxygen to reach the different parts of the body?

   Ⓐ Fatty deposits that clog blood vessels.
   Ⓑ One side of the heart sending blood to the lungs.
   Ⓒ Exercising and doing normal daily activities.
   Ⓓ Eating a well balanced diet.

3. Using the table below, fill in the circles to match the descriptions with the concept from the text.

	Heart	**Oxygen**	**Exercise**
An involuntary muscle unlike the voluntary muscles in the body.	Ⓐ	Ⓑ	Ⓒ
Sends blood throughout the body.	Ⓓ	Ⓔ	Ⓕ
Is needed to strengthen the heart to pump more blood.	Ⓖ	Ⓗ	Ⓘ
Contained in blood that flows through the body.	Ⓙ	Ⓚ	Ⓛ
Makes our body use more oxygen.	Ⓜ	Ⓝ	Ⓞ
Used up in areas of the body that needs it.	Ⓟ	Ⓠ	Ⓡ
Is needed for the body to use more oxygen so the heart pumps more blood.	Ⓢ	Ⓣ	Ⓤ

Name _____ Date _____

Read the passage. Then answer the questions.

Instinct and Intelligence

Human intelligence is the ability to learn and to understand new situations. This intelligence comes in many different forms. Think about people you know. Some of them are very skilled at solving problems using logic. Others are better at using information on hand. Humans have the ability to solve problems, learn new things, and make decisions. This is because they have good memories and can use language well.

It is important to distinguish between intelligence and instinct. An instinct is a living being's natural understanding of how to act or how to do something. For instance, a spider's instincts tell it how to spin a web. The spider did not have to learn how to do this. Many animals, including humans, use their instincts to respond to their environment. For example, when it gets dark outside, your instinct tells you that you are tired. You don't have to learn how to sleep. You were born able to do so. You are displaying an instinct. However, when you learn how to do something, you are displaying intelligence. You were not born knowing how to read this passage. You learned. Although scientists have tried to teach some monkeys, so far they remain illiterate. Some baboons, however, can tell the difference between fake words and real ones. The difference between humans and baboons is that baboons cannot tell what the words mean.

Animals also possess intelligence. Scientists have studied the abilities of different species to perform mental tasks. These require thinking and reasoning. Scientists consider chimpanzees to be among the most intelligent animal species. Dolphins, birds, and dogs are considered to be very intelligent, too.

Name _____ Date _____

Reading

The ability to solve problems is one of the best signs of intelligence. The chimpanzee, or chimp, is also an excellent problem solver. In order to test chimps' intelligence, scientists give them mental tasks to perform. Scientists might hang a treat where a chimp cannot reach it. The scientists then wait for the chimp to solve the problem. The chimp might stack boxes or logs and then stand on them to reach the treat. It might make or find a pointed stick and use that to reach the treat. In the wild, chimpanzees use grass, sticks, and leaves as tools. The tools help them gather food and hunt prey. A chimp will put a stick into an ant hole and use it to gather ants to eat. Chimps also use rocks and wood as hammers to crack the hard shells of nuts. Smart stuff! The ability to use tools is a characteristic, or trait, that helps chimps survive.

Other animals also use tools. Scientists have discovered that alligators use small sticks to attract birds. The birds are looking for building materials for their nests. An unsuspecting bird may try to grab the stick and become an alligator snack. Scientists do not know enough about alligators to know how intelligent they may be.

They are learning, however, how intelligent elephants are. Experiments have shown that elephants can use tools to get food that is out of reach. They also remember the strategy the next time they need it.

Although scientists agree that baboons learn easily, they don't agree about how intelligent they are. Are baboons smart? Or are they just very good at copying what they see? Some scientists believe that primates can perform tasks without really learning anything. In fact, the English language has several expressions that mimic this belief. One of them is "monkey see, monkey do."

LAFS.4.RI.1.1
Using the text "Instinct and Intelligence" answer the following questions.

1. This has two parts. First, answer Part A. Then, answer Part B.

   Part A: Which of the following inferences can be made based on the passage?
   Ⓐ Intelligence and instinct are the same thing.
   Ⓑ Animals use tools as a way to survive.
   Ⓒ Only humans have intelligence.
   Ⓓ Instinct is the only way for animals to survive.

   Part B: Select **three** details from the passage that support your answer to Part A.
   Ⓐ "A chimp will put a stick into an ant hole and use it to gather ants to eat."
   Ⓑ "Scientists have discovered that alligators use small sticks to attract birds."
   Ⓒ "Although scientists agree that baboons learn easily, they don't agree about how intelligent they are."
   Ⓓ "Some scientists believe that primates can perform tasks without really learning anything."
   Ⓔ "Experiments have shown that elephants can use tools to get food that is out of reach."
   Ⓕ "The ability to solve problems is one of the best signs of intelligence."

2. According to the text, why don't some scientists think that baboons are smart?

   Ⓐ because baboons learn easily
   Ⓑ because baboons can tell what words mean
   Ⓒ because baboons are confusing
   Ⓓ because they might just be good at copying what they see

3. Using the table below, fill in the circles to match details with the inference it supports from the text.

	Some Animals have instincts	**Some Animals have intelligence**	**Humans have instincts and intelligence**
Spider spins a web	Ⓐ	Ⓑ	Ⓒ
Do not have to learn how to sleep, but can learn how to read.	Ⓓ	Ⓔ	Ⓕ
Elephants can remember strategies to get food out of reach and use the strategies again.	Ⓖ	Ⓗ	Ⓘ
Chimps use rocks and wood as hammers to get nuts to eat out of hard shells.	Ⓙ	Ⓚ	Ⓛ

Name _____ Date _____

The Emperor and the Peasant Boy

Early one morning, a lone traveler walked down a dusty road. Around a bend in the road, he came upon a young peasant boy gathering firewood in a field. The boy's family needed the wood to cook their meals.

"I can see that it is not easy to find wood in this field," the traveler said. "Why don't you go up into the forest on the hillsides? There must be plenty of wood up there."

"Oh, no!" the peasant boy exclaimed, as though shocked by the suggestion. "All of the land in the forest belongs to the emperor, and the emperor's law says that no one else may enter the forest."

"What a shame," the traveler said. "All that good wood up there is going to waste. Your emperor must be a selfish ruler to be unwilling to share his wood with his people."

"The emperor may not be a generous person," said the boy, "but that doesn't give me the right to break the law."

"Well," the traveler said, "I must be on my way." The peasant boy said goodbye to the stranger and went back to collecting wood.

Several days later, a messenger came. The boy and his family were ordered to return with the messenger to the emperor's palace. When the peasant boy saw the emperor's face, his eyes grew wide, and his jaw dropped. "You're the stranger," the boy gasped, "the man I met on the road!"

The emperor smiled. "You refused to break my laws. For that, I intend to reward you and your family." He gave them a chest of gold. "Thanks to you," the emperor continued, "I have learned that one of my laws is unjust. From now on, all who wish to enter my forests may do so!"

The Lad Who Went to the North Wind

A young lad was showing his mother a meat pie he had made. They were very poor. This was their last bit of food. Suddenly, the pie was blown up into the air and away! 15 30 35

"I shall go to the North Wind and demand that he return our pie!" said the lad. "I may be small, but I walk tall." 50 60

The journey was long and hard. At last, the lad heard a loud and blustery voice calling from the *top* of a mountain. "Who dares approach the home of the North Wind?" 75 89 92

"It is I, the lad whose meat pie you stole this very morning." The North Wind said he would give the lad a magic red tablecloth that would serve him meals fit for a king. 107 122 127

The lad went to an inn to spend the night. There he spread out the cloth and produced a fine feast that he shared with the other guests. 143 155

The innkeeper's wife wanted the tablecloth for herself. When the lad was asleep, she took it and exchanged it with her own red tablecloth. The lad took the cloth home to his mother and spread it out on their kitchen table. When no feast appeared, the lad said, "I shall go back, for clearly I have been tricked." 166 181 196 211 213

Again, the lad set off on the long journey to the mountain. This time, the North Wind gave him a stick. "It will spray water until you tell it to stop," said the North Wind. "You will find a good use for it." 228 244 256

When the lad stopped at the inn again, he used the stick to spray water all over the innkeeper's wife. "Bid the stick be still!" she cried. "You shall have your cloth back!" 272 286 289

The lad took the magic cloth and the stick home to his mother. They shared a delicious meal. 303 307

She hugged the lad. "You may be small, but you walk tall!" she said. 321

Directions: Complete the chart to compare and contrast the treatment of similar themes and pattern of events in the texts.

Texts	The Emperor and the Peasant Boy	The Lad Who Went to the North Wind	Describe the similarity or difference in the treatment of the patterns of events and themes.
Describe the pattern of events.			
What theme do the texts share?			

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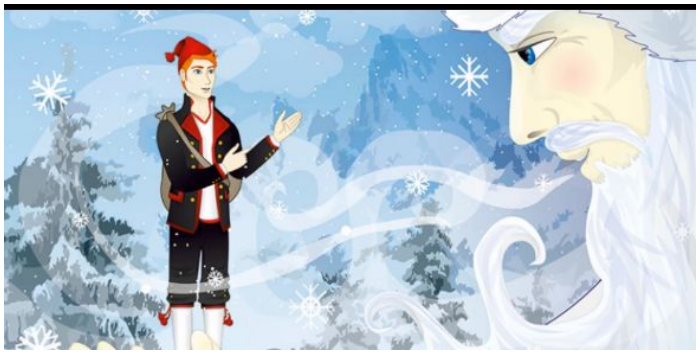
IMAGE 1	
IMAGE 2	
IMAGE 3	
IMAGE 4	

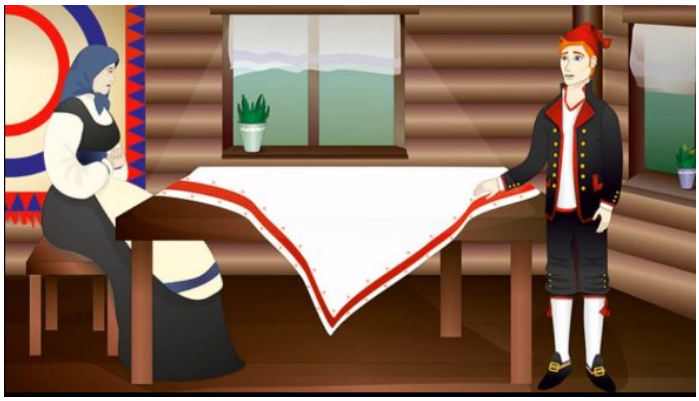
IMAGE 5	
IMAGE 6	
IMAGE 7	
IMAGE 8	

IMAGE 9	
IMAGE 10	
IMAGE 11	
IMAGE 12	

IMAGE 13	

Visual presentation adapted from https://www.youtube.com/watch?v=d-hLWsdDo2k

Text Version (Description)	Visual Presentation (Description)	Connection

Name _____ Date _____

Button Time

Hi! My name is Amanda. I want to tell you about an adventure that happened because my brother, Zeke, lost a button from his favorite jacket. Mom, Dad, Zeke, and I were on vacation in South Dakota. We were walking down a side street when Mom saw a button shop. We all went in to see if we could find a match for Zeke's missing button. 14 26 40 58 66

Zeke and I found a small open display case that was marked "Antique Buttons." We both reached out and touched a button. There was a sudden flash of light. I closed my eyes and opened them to bright sun. 79 92 105

Everything around us had changed. We were all standing outside in a strange town. The buildings were the kind you see in old cowboy movies. Some horses grazed in a paddock behind one of the buildings. We had traveled back in time! 117 130 143 147

We went into a building with a sign that read "Cityville Post Office." The man who ran the post office said soon he would be heading to California to look for gold. That's how my family ended up running the post office in Cityville, South Dakota, in 1849. 161 175 190 195

Back then, people had to bring their letters to the post office to be mailed. Everyone also had to pick up his or her mail at the post office. We used a wood stove for heat and for cooking and lit oil lamps for light. Life in the old West was A LOT OF WORK! 209 224 240 250

Then a peddler came to town. He was selling shell buttons that looked exactly like the antique ones in the button shop. Mom, Dad, Zeke, and I all held each other's hands while Mom touched one of the buttons. FLASH! We were back in the button shop and back in this century! 263 278 291 302

Name _____ Date _____

The Honest Neighbors

Long ago in a small village in China, five neighbors gathered at the public well to draw buckets of water. "Do you remember when the emperor passed through our village?" asked Chang. "The horses bolted, and as the carriage bounced to and fro, the emperor's purse flew out of the window." 13 26 38 51

"I remember!" said Ming. "Gold coins rolled all over the village! I found some, but I gave them back." 64 70

"Indeed?" Wong asked suspiciously. "How did you buy your new boat if you did not keep some of the emperor's coins?" Each of the neighbors then accused the others of keeping some of the emperor's gold. They all began to argue and shout, declaring their own honesty and the dishonesty of the others. 81 95 108 120 123

Then a cart pulled up next to the well and a well-dressed man got out. He told them he was a goldsmith. In his cart, he said he had a special bell he was delivering to the emperor's palace. "What makes this bell so special?" asked Woo. 138 156 168 170

"This bell can tell whether or not someone is telling the truth," said the goldsmith. "I challenge each of you to reach behind the curtain of my cart and touch the bell. If the bell remains silent, we will all know you have told the truth. But if someone who is not truthful touches the bell, it will ring so loudly that everyone in the empire will hear it!" 184 198 214 230 239

Chang, Ming, Wong, Woo, and Lin each took a turn and reached behind the curtain. The bell did not ring. "We are all honest folk!" declared Woo. 252 266

Then the goldsmith asked to see their hands. Ming, Wong, Woo, and Lin all had traces of golden dust on the hand that had touched the bell, but Chang's hand was clean. 278 294 298

"You did not tell the truth," said the wise goldsmith, "so you did not dare touch the bell!" 313 316

Passage 1 - The Honest Neighbors
Passage 2 - Button Time

1. This has two parts. First, answer Part A. Then, answer Part B.

Part A: How are the points of view in both passages different?
Ⓐ Passage 1 is told from the point of view of various characters and Passage 2 is told from the third person point of view.
Ⓑ Passage 1 is written in 3rd person, Passage 2 is written in 1st person.
Ⓒ Passage 1 is written in first person, and Passage 2 is written in third person.
Ⓓ Passage 1 is told from the point of view of the main character, and Passage 2 is told from the point of view of various characters.

Part B: Choose **one** detail from Passage 1 and **one** detail from Passage 2 that best support your answer to Part A.
Ⓐ The bell did not ring. (Passage 1)
Ⓑ “Gold coins rolled all over the village! I found some, but I gave them back.” (Passage 1)
Ⓒ They all began to argue and shout, declaring their own honesty and the dishonesty of the others. (Passage 1)
Ⓓ Life in the old West was A LOT OF WORK! (Passage 2)
Ⓔ We all went in to see if we could find a match for Zeke’s missing button. (Passage 2)
Ⓕ He was selling shell buttons that looked exactly like the antique ones in the button shop. (Passage 2)

2. Fill in the circles to choose whether each sentence describes the point of view presented in Passage 1, Passage 2, or both. ANSWERS: B, D, H, J

	The Honest Neighbors	**Button Time**	**Both**
Told in first person narration	Ⓐ	Ⓑ	Ⓒ
Told in third person narration	Ⓓ	Ⓔ	Ⓕ
Reveals thoughts of the main character	Ⓖ	Ⓗ	Ⓘ
Does not reveal thoughts of characters	Ⓙ	Ⓚ	Ⓛ

DIGITAL LEARNING (MATH)

MR. MCKNIGHT

Hello parents, guardians, and students. For the next couple of weeks, we will be transitioning to an online learning platform. Below is an info sheet. Please read it carefully, and let me know if you have any questions or concerns. **I will be available Monday - Friday from 10:30am-12:00pm AND 1:30-3:00pm.**

ASSIGNMENT OPTIONS

ONLINE

- STUDENTS WILL COMPLETE ASSIGNMENTS ONLINE.
- CAN BE ACCESSED ON A PHONE, LAPTOP, OR TABLET.

OR

WORKSHEET PACKET

- STUDENTS WILL COMPLETE ASSIGNMENTS IN A PAPER-BASED PACKET.

EXPECTATIONS

- EACH DAY YOU WILL BE GIVEN **ONE** DAILY ASSIGNMENT TO COMPLETE..
- ALL WORK FOR THE WEEK WILL BE DUE BY **FRIDAY**, AT 11:59 PM.
- YOUR **ATTENDANCE** WILL BE BASED ON YOUR COMPLETION OF YOUR DAILY ASSIGNMENT.
- IF YOU HAVE QUESTIONS, PLEASE ASK!
- WATCH THE VIDEOS, SHOW YOUR WORK, AND DO YOUR **BEST**!

NEED HELP?

(321) 578-9554 CALL OR TEXT ME AT ANYTIME, AND I WILL GET BACK TO YOU AS SOON AS POSSIBLE.

omar.mcknight@ocps.net

tinyurl.com/mcknight2020
YOU CAN FIND ALL IMPORTANT INFORMATION NEEDED AT THIS WEBSITE.

CLASS DOJO

HOW TO ACCESS ASSIGNMENTS

- GO TO GOFORMATIVE.COM
- CLICK LOGIN:
  - USERNAME: 4804XXXXXX
  - PASSWORD: YYYYMMDD

*****IF YOU CANNOT ACCESS, PLEASE CONTACT ME ASAP*****

HOW TO TURN IN WORK?

- SUBMIT ON **GO FORMATIVE**
- TAKE A PICTURE **DAILY** AND SEND THROUGH CLASS DOJO, PHONE, OR EMAIL.

INTERNET?

IF YOU NEED **ACCESS** TO INTERNET/WI-FI, SPECTRUM IS PROVIDING ACCESS FOR 60 DAYS TO HOUSEHOLDS WITH K-12 AND/OR COLLEGE STUDENTS WHO DO NOT ALREADY HAVE A SPECTRUM BROADBAND SUBSCRIPTION, TO ENROLL, JUST CALL **1-844-488-8395**. INSTALLATION FEES WILL BE WAIVED FOR NEW STUDENT HOUSEHOLDS.

EXTRA RESOURCES

- I-READY (LAUNCHPAD)
- REFLEX MATH (LAUNCHPAD)
- KHANACADEMY.COM

Grade 4 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Formulas

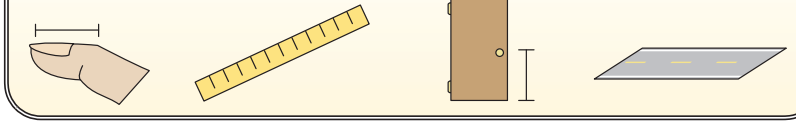
$A = lw$

$P = 2l + 2w$

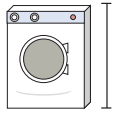
Estimating Distance (American) Name: **DAY 1: 4/15**

Determine which letter best represents the length / height.

Inch (in)	Foot (ft)	Yard (yd)	Mile (mi)
An inch is about the distance of the last joint of your finger.	A foot is 12 inches. The length of a ruler.	1 yard is the same as 3 feet. From the floor to a door knob is about 1 yard.	A mile is 5,280 feet. Most major roads are at least a mile long.



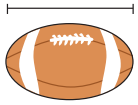
1) Pen
A. 5 inches
B. 1 foot
C. 12 inches
D. 5 yards



2) WashingMachine
A. 4 inches
B. 1 foot
C. 2 yards
D. 3 feet

3) Apple Height
A. 4 inches
B. 2 feet
C. 1 yard
D. 1 inch

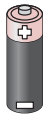
4) Cooking Pot
A. 2 feet
B. 4 inches
C. 1 inch
D. 10 inches



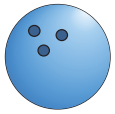
5) Football
A. 1 yard
B. 11 inches
C. 2 feet
D. 1 inch

6) Can of Beans
A. 1 Mile
B. 4 inches
C. 2 yards
D. 4 feet

7) Tree Height
A. 6 Yards
B. 18 inches
C. 1 Mile
D. 4 feet



8) Battery
A. 2 yards
B. 2 inches
C. 2 feet
D. 2 Miles



9) Bowling Ball Height
A. 1 yard
B. 10 feet
C. 10 inches
D. 4 inches

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

1-9	89	78	67	56	44	33	22	11	0

Customary Units of Length 4.MD.1

CBM 1 ***DAY2: 4/16***

Name _____

Directions: Complete. ***DAY 2: 4/16***

3 ft = _____ in	16 yd = _____ ft
32 yd = _____ in	672 in = _____ ft
66 ft = _____ in	35 yd = _____ ft
288 in = _____ yd	240 in = _____ ft
123 ft = _____ yd	468 in = _____ yd

Customary Units of Weight 4.MD.1

CBM 1 ***DAY3: 4/17***

Name _____

Directions: Complete. ***DAY3: 4/17***

5 pounds = _____ ounces	7 tons = _____ pounds
2 pounds = _____ ounces	3 tons = _____ pounds
10 pounds = _____ ounces	5 tons = _____ pounds
7 pounds = _____ ounces	9 pounds = _____ ounces
6 tons = _____ pounds	1 pound = _____ ounces

Customary Units of Liquid Volume 4.MD.1

CBM 1 ***DAY4: 4/20***

Name _____

Directions: Complete. ***DAY4: 4/20***

1 gallon = _____ quarts	1 quart = _____ pints
1 pint = _____ cups	1 gallon = _____ pints
1 quart = _____ cups	2 quarts = _____ pints
1 cup = _____ fluid ounces	1 gallon = _____ cups
2 pints = _____ cups	2 cups = _____ fluid ounces

Name: _____ Date: _____

Meas ing Uni s Wo kshee

Convert.

DAY5: 4/21

1 a. 7 km = _____ m

2 a. 10 m = _____ cm

3 a. 6,000 m = _____ km

4 a. 2,000 m = _____ km

5 a. 60 mm = _____ cm

6 a. 90 mm = _____ cm

7 a. 4,000 m = _____ km

8 a. 8,000 m = _____ km

9 a. 7 cm = _____ mm

10 a. 20 mm = _____ cm

DAY6: 4/22

1 b. 1 cm = _____ mm

2 b. 200 cm = _____ m

3 b. 3,000 m = _____ km

4 b. 900 cm = _____ m

5 b. 700 cm = _____ m

6 b. 9,000 m = _____ km

7 b. 5,000 m = _____ km

8 b. 3 cm = _____ mm

9 b. 300 cm = _____ m

10 b. 100 mm = _____ cm

DAY7: 4/23

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.1

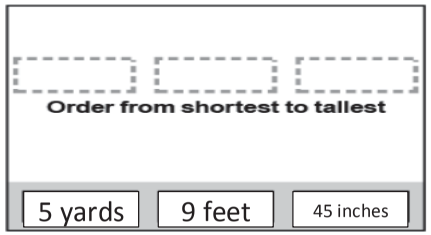
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Practice Makes Improvement – Level 1

Example 1:
Reed found an iguana that was 36 centimeters long. What is the length of the lizard in millimeters?

Item Type: Equation Editor

Example 2:
The heights of three boxes are shown. Drag one measurement into each open box to order the heights from shortest to tallest.



Item Type: GRID

Example 3:
Match each measurement, in ounces, with the correct measurement, in pounds.

	2 pound	5 pounds	10 pounds
80 ounces			
160 ounces			
32 ounces			

Item Type: Matching Item

DAY7: 4/23

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Practice Makes Improvement – Level 1

Example 4:
Selena uses 5 liters of water to make lemonade. What is the capacity of water in milliliters?

a. 50 mL
b. 500 mL
c. 5,000 mL
d. 50,000 mL

Item Type: Multiple Choice

Example 5:
Select all the measurements that are about 1 foot long.

a. the length of a notebook
b. the height of a classroom
c. the width of a dollar bill
d. the length of a quarter
e. the height of a cereal box

Item Type: Multi-Select

Example 6:
The table shows the time it takes to complete two tasks, in hours. Complete the table to show the minutes and seconds it takes to complete the two tasks

	Time in Seconds	Time in Minutes	Time in Hours
Task 1			1
Task 2			2

Item Type: Table Item

Name : _____

DAY8: 4/24

Days and Hours

Example :
6 days = _____ hours

1 day = 24 hours
6 days = 6 x 24 hours
= **144** hours

Convert the following days to hours	Work space
1) 3 days = _____ hours	
2) 9 days = _____ hours	
3) 11 days = _____ hours	
4) 7½ days = _____ hours	
5) 4 days = _____ hours	
6) 10 days = _____ hours	
7) 2 days = _____ hours	
8) 5½ days = _____ hours	
9) 8 days = _____ hours	
10) 12 days = _____ hours	

Name : _____

DAY 9: 4/27

HML2S1

Hours and Minutes

Example :
2 hours 10 minutes = _____ minutes

1 hour = 60 minutes

2 hours = 2 x 60 minutes
= 120 minutes

2 hours 10 minutes = **120 minutes** + 10 minutes
= 130 minutes

Convert the following to minutes. **ONLY COMPLETE THE FIRST 8 QUESTIONS**. EXTRA CREDIT WILL BE PROVIDED FOR THE REST. QUESTIONS 9-16 IS OPTIONAL.

1) 3 hours 15 minutes = _____ minutes
2) 4 hours 23 minutes = _____ minutes
3) 9 hours 10 minutes = _____ minutes
4) 8 hours 37 minutes = _____ minutes
5) 16 hours 20 minutes = _____ minutes
6) 12 hours 55 minutes = _____ minutes
7) 7 hours 44 minutes = _____ minutes
8) 11 hours 11 minutes = _____ minutes
9) 13 hours 55 minutes = _____ minutes
10) 6 hours 22 minutes = _____ minutes
11) 14 hours 48 minutes = _____ minutes
12) 2 hours 14 minutes = _____ minutes
13) 15 hours 24 minutes = _____ minutes
14) 10 hours 19 minutes = _____ minutes
15) 4 hours 39 minutes = _____ minutes
16) 5 hours 16 minutes = _____ minutes

DAY10: 4/28

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.2

Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.

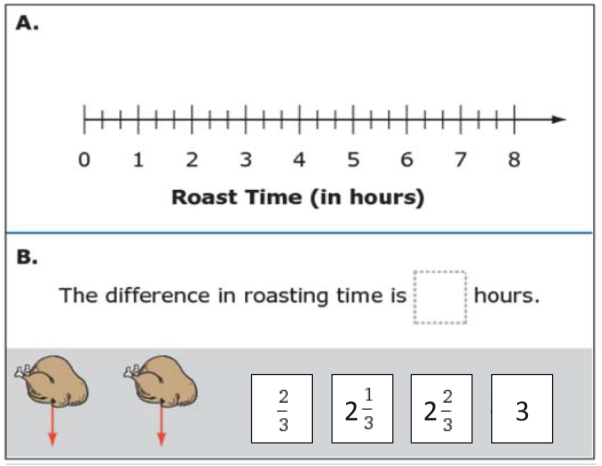
Practice Makes Improvements - Level 1

Example 1:
Harriet is making cookies. She needs $\frac{1}{4}$ cup of butter for each batch of cookies. One stick of butter is $\frac{1}{2}$ cup. How many sticks of butter does Harriet need to make 16 batches of cookies?

Item Type: Equation Editor

Example 2:
Mrs. Gray is roasting two chickens. A chicken must roast for $\frac{1}{3}$ of an hour for each pound. One chicken weighs 12 pounds, and the other chicken weighs 20 pounds.

A. Drag each chicken to the number line to correctly show how long each will take to roast.
B. Drag the difference in the roasting times to the box.



Item Type: GRID

DAY10: 4/28

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.2

Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.

Practice Makes Improvements – Level 1

Example 3:
A bag of apples costs $3.25 each. Nathan uses a $20 bill to buy 4 bags of apples. How much change should Nathan receive?

a. $7.50
b. $7.25
c. $7.00
d. $6.75

Item Type: Multiple Choice

Example 4:
Mark threw a ball 45 yards. His brother, Tai, threw a ball 53 yards. How many more feet did the Tai throw the ball than Mark?

Item Type: Equation Editor

DAY11: 4/29

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.1

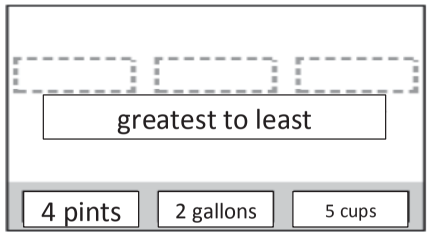
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Practice Makes Improvement – Level 2

Example 1:
Rahma has a textbook with a mass of 2 kilograms. What is the mass of the textbook in grams?

Item Type: Equation Editor

Example 2:
The capacity of three containers is shown below. Drag one measurement into each open box to order the capacity from greatest to least.



Item Type: GRID

Example 3:
Match each measurement, in pints, with the correct measurement, in cups.

	12 cups	10 cups	8 cups	6 cups
3 pints				
4 pints				
5 pints				

Item Type: Matching Item

DAY11: 4/29

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Practice Makes Improvement – Level 2

Example 4:
Jakari uses 6,000 miligrams of paper clips for a project. What is the mass of the paper clips in grams?

a. 6,000 g
b. 600 g
c. 60 g
d. 6 g

Item Type: Multiple Choice

Example 5:
Select all the activities that take about 1 minute to complete.

a. snap your fingers one time
b. throw a baseball in the air
c. watch a movie at the theater
d. solve a word problem in math class
e. reheat food in the microwave

Item Type: *Multi-Select*

Example 6:
The table shows the time it takes to complete two tasks, in hours. Complete the table to show the minutes and seconds it takes to complete the two tasks

	Time in Seconds	Time in Minutes	Time in Hours
Task 1			7
Task 2			9

Item Type: *Table Item*

DAY12: 4/30

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.2

Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.

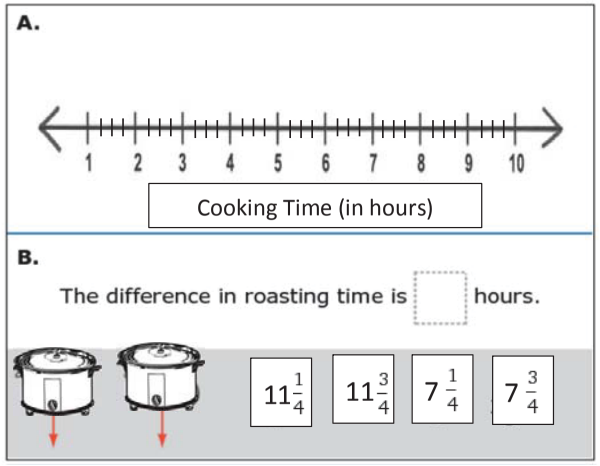
Practice Makes Improvements – Level 2

Example 1:
David is making lemonade. He needs $\frac{1}{2}$ cup of sugar for container of lemonade. One pack of sugar has 8 cups of sugar. How many cups of packs does David need to make 32 containers of sugar?

Item Type: *Equation Editor*

Example 2:
Mr. McGee is using two crockpots to prepare for dinner. In one crockpot, he is cooks an 8-pound roast beef which takes $\frac{1}{4}$ hour for each pound to cook. In the other crockpot, he cooks an 13-pound ham which takes $\frac{3}{4}$ hour for each pound to cook.

A. Drag crockpot to the number line to correctly show how long each meal to cook.
B. Drag the total amount of cooking times to the box.



Type: *GRID*

DAY12: 4/30

How to Pass the Math FSA: 4th Grade

Focus: MAFS.4.MD.1.2

Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.

Practice Makes Improvements - Level 2

Example 3:
A pack of bottled water costs $4.75 each. Sarah uses a $10 bill to buy 2 packs of water. How much change should Sarah receive?

a. $0.15
b. $0.25
c. $0.50
d. $0.75

Item Type: Multiple Choice

Example 4:
Tracy drank 1 gallon of water. Laura drank 2 gallons of water. How many more cups of water did Laura drink than Tracy?

Item Type: Equation Editor

Measurement Word Problems 4.MD.2

CBM 2 ***DAY13 5/01***

Name _____

Directions: Write an equation and draw a picture or model for each word problem. Solve each problem.

Janice used a 4.8 meter length of fabric for a table cloth. What was the length of fabric in centimeter?

Marvin bought 1.2 kilograms of coffee beans. How many grams of coffee beans did he buy?

Measurement Word Problems 4.MD.2

CBM 3 ***DAY13 5/01***

Name _____

Directions: Write an equation and draw a picture or model for each word problem. Solve each problem.

One bottle of honey holds 80 milliliters. How many liters is 80 milliliters?

The fourth grade class went on an all day trip to the nature center. They walked a total of 7,500 meters. How many kilometers did they walk?