# Week 2

## Monday 3/23

- Reading: Nonfiction Review Monday
- Math: Practice NF.1 Equivalent Fractions
- Science: Wheelbarrow: Day 1
- Writing: Opinion Essay - Brainstorm and Plan

## Tuesday 3/24

- Reading: Nonfiction Review Tuesday
- Math: Practice Comparing Fractions
- Science: Wheelbarrow Day 2
- Writing: Opinion Essay - Brainstorm and Plan

## Wednesday 3/25

- Reading: Nonfiction Review Wednesday
- Math: Practice Adding and Subtracting Fractions
- Science: Wheelbarrow Day 3
- Writing: Opinion Essay - Rough Draft

## Thursday 3/26

- Reading: Nonfiction Review Thursday
- Math: Practice Rounding Numbers
- Science: Wheelbarrow Day 4
- Writing: Opinion Essay - Edit and Revise

## Friday 3/27

- Reading: Friday Quiz
- Math: Practice Multistep Word Problems
- Science: Wheelbarrow Day 5
- Writing: Opinion Essay - Create Final Draft

Monday, March 23 - Thursday, March 26

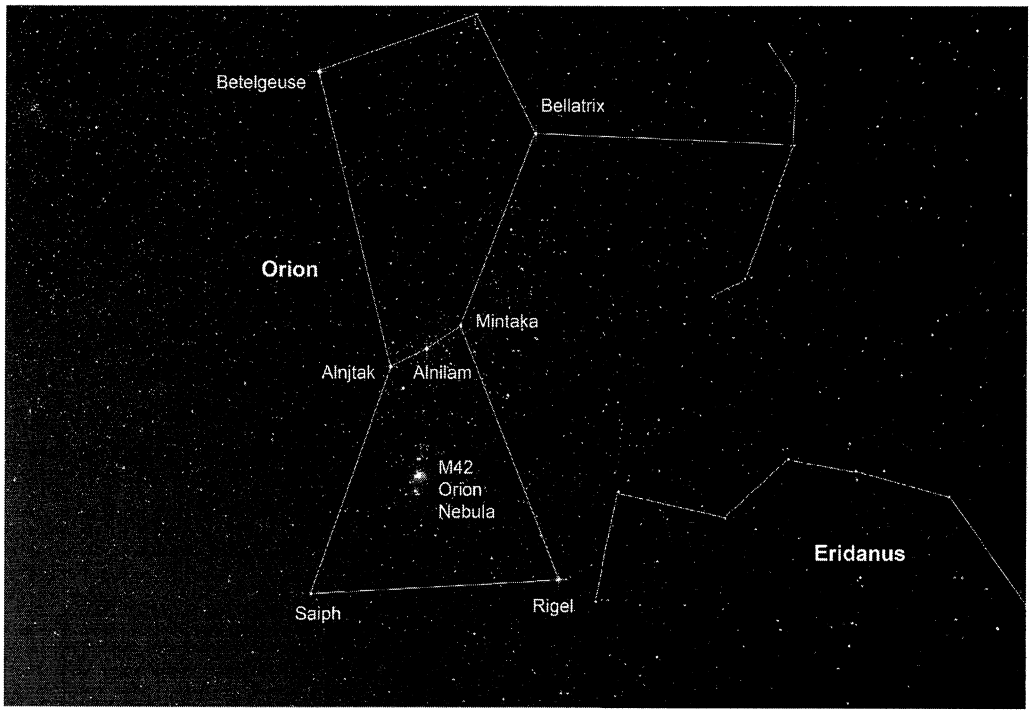
Name: Nonfiction: Review – Q4:5 Date:

*As you answer this week's questions, highlight your evidence in the text.*

## Stories in the Stars

Long ago, in the great darkness at night, people gazed at the stars. Before electricity and lights, the stars appeared very bright and big. They also seemed so close. All over the world, people looked up at the huge lights in the sky and made up stories about the patterns they traced. Everyone saw the same stars. However, each culture saw a different picture in the sky when they connected the shiny dots. The Ancient Greeks and Vikings each had their own story about the same **constellation**.

Ancient Greeks saw a giant hunter named Orion. Orion was the son of Poseidon, the god of the sea. Orion grew up to become a mighty hunter. He carried a huge club. His dog, Sirius, hunted alongside him. Orion was a very successful hunter—too successful. He **boasted** that he would hunt down every animal on earth. Mother Earth did not want that to happen. She sent a giant scorpion to kill Orion. When he died, he and his faithful dog were put among the stars. Three bright stars make up Orion's belt. Three other stars form the club he holds. The brightest star beside Orion is his dog, Sirius. The scorpion followed Orion up to the sky. It became the constellation called Scorpio. Scorpio still chases Orion across the night sky. He never catches him because the two constellations never appear in the sky at the same time.




The Vikings did not see a hunter. They saw the goddess Frigg. Frigg was the wife of Odin, the chief of the gods. She was the goddess of many things, including love, marriage, destiny, weaving and spinning. Frigg weaved the clouds. She also weaved people's fate. That meant she decided how people's lives turned out. In Viking times, women wound wool around two different types of sticks to spin the wool into thread. One of these sticks was called a distaff. The other was known as a spindle. To the Vikings, the three stars that the Greeks thought made Orion's belt formed Frigg's distaff. They saw the three stars of Orion's club as Frigg's spindle.

| March 23 **Monday** | March 24 **Tuesday** |
|---|---|
| Before you read, look at the title and picture. What do you think you will learn about? | Why did the author include a picture of the Orion constellation? |
| What is the main idea of the second paragraph? | Why do you think different cultures made up different stories about the stars? |
| According to the text, what did people do a long time ago while looking at the stars? | According to the text, who was Orion? |
| Determine the meaning of the word **boasted**. | How did Mother Earth feel about Orion? Support your answer with evidence from the text. |
| **March 25 Wednesday** | **March 26 Thursday** |
| Will the scorpion ever catch Orion in the sky? Explain. | Write a short summary about this text. |
| How is the Greek's story different from the Viking's story? | |
| According to the text, who was Frigg? | |
| What text structure did the author use for this text? | |

Monday, March 23rd

Name:_____ Date:_____

# Numbers and Operations-Fractions

**4.NF.1**
Equivalent Fractions

Fill in the box to create an equivalent fraction:

❶ $\frac{1}{6} = \frac{\square}{12}$

❷ $\frac{2}{10} = \frac{\square}{5}$

❸ $\frac{1}{5} = \frac{\square}{100}$

❹ $\frac{3}{12} = \frac{\square}{4}$

❺ $\frac{2}{6} = \frac{1}{\square}$

Write three fractions that are equivalent to 4/8.

❻ $\frac{\square}{\square}$

❼ $\frac{\square}{\square}$

❽ $\frac{\square}{\square}$

Use the figure below to create two different models equivalent to 1/4.

❾

❿

**Notes:**

**Score:**

Monday, March 23rd

Name _____

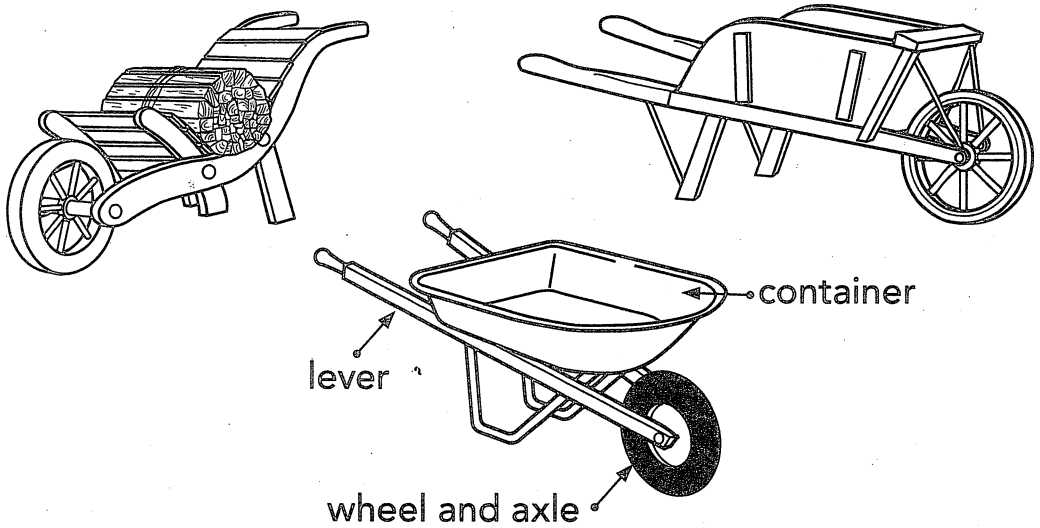
Daily Science
Big Idea 6
WEEK 4

Day 1

*Weekly Question*

# How does a wheelbarrow make work easier?

**Wheelbarrows** have been used in almost every culture for thousands of years. People recognized that having a container they could easily lift and move would help them do more work. Wheelbarrows provide mechanical advantage by joining a container with two simple machines. The simple machines are the **lever** and **wheel and axle**.




## Vocabulary

**lever**
LEH-vur
*a simple machine with a bar that allows heavy objects to be lifted or moved*

**wheel and axle**
weel and AX-ul
*a simple machine made from a wheel rotating around a fixed point*

**wheelbarrow**
WEEL-bare-oh
*a machine used for carrying heavy loads, made up of a wheel and axle, a lever, and a container*

Answer the questions.

1. What are the three parts of a wheelbarrow?

_____

2. Which parts of a wheelbarrow are simple machines?

_____

**Talk**

Who uses a wheelbarrow now? Do you think wheelbarrows are used more today or hundreds of years ago? Why do you think that? Tell a partner.

Tuesday, March 24th

Name:_____ Date:_____

# Numbers and Operations-Fractions

**4.NF.2**
**Comparing Fractions**

Use the symbols >, <, and = to compare the fractions below.

❶ $\frac{2}{12} \bigcirc \frac{1}{8}$

❷ $\frac{4}{100} \bigcirc \frac{1}{4}$

❸ $\frac{3}{12} \bigcirc \frac{4}{12}$

❹ $\frac{3}{6} \bigcirc \frac{4}{8}$

❺ $\frac{2}{4} \bigcirc \frac{5}{100}$

Write the fractions below in order from least to greatest.

❻ $\frac{2}{4}, \frac{4}{100}, \frac{2}{3}$ _____ _____ _____

❼ $\frac{1}{2}, \frac{4}{12}, \frac{1}{5}$ _____ _____ _____

Write the fractions below in order from greatest to least.

❽ $\frac{5}{10}, \frac{2}{12}, \frac{3}{6}$ _____ _____ _____

❾ $\frac{3}{4}, \frac{7}{8}, \frac{4}{10}$ _____ _____ _____

❿ There are 12 pieces of paper in the classroom recycling bin. Two-eighths of them are pink, one-third are green, six-twelfths are blue. Which color are there the fewest of in the bin?

_____

**Notes:**

**Score:**

Tuesday, March 24th

Name _____

Daily Science
Big Idea 6
WEEK 4

Day 2

*Weekly Question*

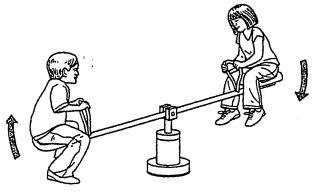
# How does a wheelbarrow make work easier?

The handles on a wheelbarrow are examples of a lever. Levers are commonly used to lift a load. A lever sits on a point called the **fulcrum**. The fulcrum is where the lever pivots, or moves. On the wheelbarrow, the fulcrum is the axle of the wheel. When you push down or pull up on the handle, it pivots, or moves, on the fulcrum to raise or lower the load. The positions of the fulcrum and the load change the lever's mechanical advantage and the direction of the force.

There are three kinds of levers, depending on the positions of the force, the fulcrum, and the load.

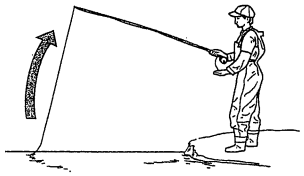
**Vocabulary**

**fulcrum**
FULL-krum
*the point of support on which a lever pivots*



When the fulcrum is between you and the load, pushing down will lift the load and lifting up will lower the load.

When the load is between you and the fulcrum, the load is easier to lift or lower, but the direction of the force does not change.



When you are between the load and the fulcrum, a small movement in force causes the load to move farther.

A. Write a sentence that explains how the lever in a wheelbarrow works.

_____

_____

B. Name four examples of levers that you have seen or used.

1. _____ 3. _____

2. _____ 4. _____

Wednesday, March 25th

Name:_____ Date:_____

# Numbers and Operations-Fractions

**4.NF.3**
Adding/Subtracting Fractions

**Add:**

❶ $\frac{1}{3} + \frac{2}{3} =$

❷ $\frac{3}{12} + \frac{4}{12} =$

❸ $2\frac{6}{8} + 4\frac{1}{8} =$

❹ $4\frac{3}{6} + 3\frac{2}{6} =$

**Solve:**

❺ Mr. Jeffrey's classroom has both round and square tables. 6/8 of the tables are round and 2/8 are square. How many more tables are round than square?

_____

**Subtract:**

❻ $\frac{8}{10} - \frac{6}{10} =$

❼ $\frac{84}{100} - \frac{56}{100} =$

❽ $3\frac{6}{8} - 1\frac{3}{8} =$

❾ $4\frac{8}{10} - 3\frac{3}{10} =$

**Solve:**

❿ Jesse read 5 5/6 chapters of his book at school. He read 2 1/6 chapters that night at home. How many chapters did he read in all?

_____

**Notes:**

**Score:**

Wednesday, March 25th

Name _____

Daily Science
Big Idea 6
WEEK 4

Day 3

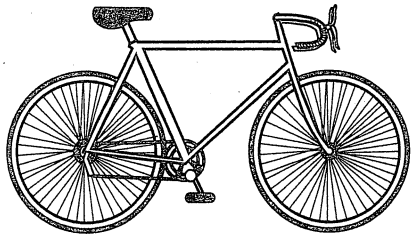
*Weekly Question*

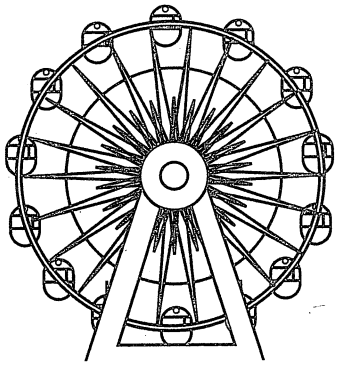
# How does a wheelbarrow make work easier?

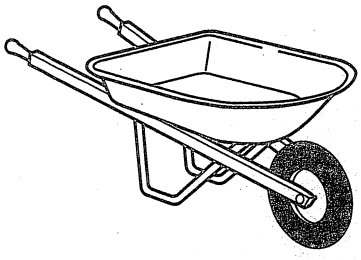
A wheel and axle helps you do work by changing a push or a pull into a force that rotates, or spins. With wheelbarrows, it's much easier to push a load rolling on a wheel than to drag the load along the ground.

A wheel and axle also creates mechanical advantage. When the axle rotates, the wheel moves a greater distance than the axle does. For example, when you ride a bicycle, your foot turns the pedal, which is connected to the axle. The wheel moves more than your foot does. So you contribute less force to move a greater distance than you would move if you walked.

**A.** Draw arrows pointing to a wheel and axle in each illustration.







**B.** Write *true* or *false*.

1. A wheel and axle can create mechanical advantage. _____
2. In a bicycle, the wheel moves a shorter distance when more force is applied to the pedal. _____

**C.** In each example below, tell whether the force applied is directed to the *wheel* or to the *axle*.

1. a faucet handle _____
2. a spinning top _____
3. a steering wheel _____
4. an airplane propeller _____

Thursday, March 26th

Name:_____ Date:_____

# Number and Operations in Base Ten

**4.NBT.3**
Rounding Numbers

**Round the number to the nearest ten:**

❶ 67,544 _____

**Round each number to the nearest hundred:**

❷ 52,975 _____

❸ 6,226 _____

**Round each number to the nearest thousand:**

❹ 894,530 _____

❺ 55,315 _____

**Round each number to the nearest ten thousand:**

❻ 853,577 _____

❼ 683,550 _____

**Round each number to the nearest hundred thousand:**

❽ 884,117 _____

❾ 274,502 _____

❿ The principal was asked to estimate the number of students in her school. She rounded to the nearest hundred and said "1,700." What could be the actual number of students at the school?_____

**Notes:**

**Score:**



{assessment two}

Thursday, March 26th

Name _____

Daily Science
Big Idea 6
WEEK 4

Day 4

*Weekly Question*

# How does a wheelbarrow make work easier?

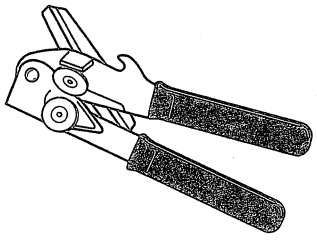
When two or more simple machines are put together, you get a **compound machine**. Compound machines can be basic, such as a wheelbarrow or a can opener, or they can be very complex, such as a car. But even very complicated mechanical tools can be broken down into several simple machines.

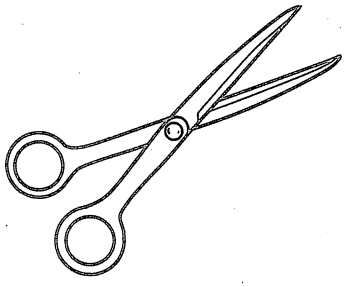
Without machines, life and work would be much more difficult. Simple and compound machines make our lives better by saving us time and energy. For thousands of years, people have depended on machines. The world would not be the same without them.

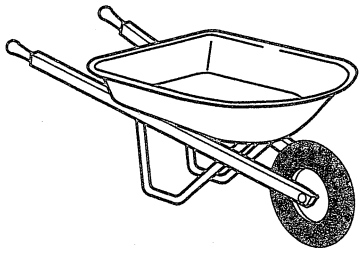
**Vocabulary**

**compound machine**
KOM-pound muh-SHEEN
*a combination of simple machines used to simplify tasks*

A. Name the simple machines that make up each compound machine.







1. _____ _____

2. _____ _____

3. _____ _____

B. Complete the analogy.

*Simple machine* is to *compound machine* as _____.

- ☐ *nail* is to *screw*
- ☐ *wheelbarrow* is to *car*
- ☐ *wheelbarrow* is to *lever*
- ☐ *lever* is to *scissors*

# Friday Quiz

March 27th

Name: _____ Score: _____

Date: Weekly Reading Quiz – Q4:5

1. Long ago, why did the stars appear very bright and big?

   a. because they were closer long ago than they are today
   b. because stars have gotten smaller and less bright as time has passed
   c. because it was before electricity and lights
   d. because everyone sees the same stars

2. According to the text, why was Orion put among the stars?

   a. because Scorpio chases Orion across the night sky
   b. because he carried a huge club
   c. because the brightest star beside Orion is his dog, Sirius
   d. because he wanted to hunt down every animal on Earth, and Mother Nature did not want that to happen

3. Using clues from the text, what is a **constellation**?

   a. a group of stars
   b. one really bright star
   c. a story about stars
   d. Ancient Greeks and Vikings had different stories about the stars.

4. Which of the following was Frigg NOT the goddess of?

   a. marriage
   b. weaving people's fate
   c. money
   d. spinning

5. Read the text, "Stories in the Stars". Do you think the Viking and Ancient Greek stories about the constellation have more similarities or differences? Support your opinion with at least 2 pieces of evidence from the text.

Friday, March 27th

Name:_____ Date:_____

# Operations and Algebraic Thinking

**4.OA.3**
**Multistep Word Problems**

**Write a equation that matches each problem below. Solve it and record the answer.**

1. Ainsley has 16 red erasers and 14 blue erasers. She gave half of her erasers to Harry. How many erasers did Harry get? _____

2. Mr. Hanks brought in a bag of 70 animal crackers for his class. He ate 3 animal crackers and then gave 3 animal crackers to each of his 21 students. How many animal crackers does he have left? _____

3. The librarian bought 2 new bookshelves. He has 53 fiction books and 47 nonfiction books. If he puts the same number of books onto each shelf, how many books will he have on each shelf? _____

4. When the first graders make good choices they are allowed to pick a toy from the classroom treasure chest. The treasure chest has 28 toys inside. There are 6 cars and 5 action figures. The rest are yo-yos. How many yo-yos are in the treasure chest?_____

5. Ms. Sharp asked all 34 of the students in her class to sign a birthday card for the principal using either a red or blue marker. So far, 5 children have signed using the blue marker and 3 times that many signed with the red one How many students still need to sign the card? _____

**Notes:**

**Score:**

Friday, March 27th

Name _____

Daily Science
Big Idea 6
WEEK 4

Day 5

*Weekly Question*

## How does a wheelbarrow make work easier?

A. Use the words in the box to complete the sentences.

| | |
|---|---|
| lever | wheel and axle |
| fulcrum | compound machine |

1. A _____ is what the lever balances on.
2. A seesaw is an example of a _____.
3. A _____ uses two or more simple machines.
4. A bike has more than one _____.

B. Answer *true* or *false*.

1. A wheelbarrow is a simple machine. _____
2. The handles of a wheelbarrow act as a lever. _____
3. A wheel and axle can change the direction of force. _____
4. It is easier to drag something than to carry it in a wheelbarrow. _____

C. In the left box, draw something that has a lever with a fulcrum. In the right box, draw something with a wheel and axle. Then label each simple machine.

Monday, March 23rd – Friday, March 27th

# WATER BOTTLES ARE BAD

By Kelly Anne

Does your family rely on a constant supply of water bottles? They may be easy to grab when you're on the go, but they are horrible for the environment. Water bottles are a major source of pollution on Earth. Once you throw away a water bottle, it can take over 1,000 years for it to decompose. Also, the fuel used to manufacture and then ship the bottles is harmful to the environment. Scientists now know that plastic isn't just horrible for our planet, it is not very good for us either. Chemicals in plastic bottles can easily seep out into the water if the bottle is exposed to heat. (Peppard) Would you like to drink chemicals from plastic? I know I wouldn't! So we know that water bottles are bad for the earth, and can be bad for our bodies, but they also put a cramp in our wallets! Some families will spend $500 on water bottles in one year. That's a lot of money for something you can get for free from a tap! Water bottles are bad, and we should get rid of them.

# WATER BOTTLES ARE GREAT

By Kelly Anne

When was the last time you enjoyed water from a plastic water bottle? Water is an essential nutrient to enjoy. We would die without water! Water bottles are a great way to safely enjoy water. There are many times when it is dangerous to drink water from the tap. During these times, we're lucky to have bottled water that we can enjoy. This is especially true in natural disasters like Hurricane Katrina. The water can stay in bottles for extended periods of time, making it great to have on hand in preparation for a dire event. Not only is water essential, but it's also a great drink to consume. Instead of grabbing bottles of soda, we need to be grabbing bottles of water! Water is non-addictive, hypoallergenic, caffeine-free, calorie free, and contains no artificial colors, flavors, or fats! Bottled water is a great drink for us to enjoy, and more people should be enjoying it.

# WATER BOTTLE ALTERNATIVES

By Kelly Anne

Many people are upset about bottled water. They feel that the bottles are detrimental to the earth. However, there's an easy alternative! We just need to recycle our water bottles! Instead of sending them to a landfill, the bottles can be reused and made into new things. By recycling our plastic, we can help keep valuable materials out of landfills. This not only helps keep our landfills smaller, but it also can help reduce energy use and emissions. Another alternative to using bottled water, is purchasing a reusable water bottle, and filling it with water from your tap. Tap water is healthy and inexpensive! If you use the same bottle over and over, you are able to keep plastic bottles out of the landfill, which is great for our environment. Many people may be upset about how wasteful water bottles can be, but there are great alternatives that help us keep the Earth in good shape!

Name _____ Date _____

Refer to the passages, "Water Bottles Are Bad," "Water Bottles Are Great," and "Water Bottle Alternatives." Do you think we should ban water bottles? Write an essay that shares your opinion of water bottles. Be sure to use evidence from all three passages.