

Week 1

Monday 3/16

- Reading Comprehension
 - ↳ Fiction: Compare and Contrast from Different Cultures.
- N.F.1 Practice Equivalent Fractions
- 30 minutes of writing - Food + Energy & Proper Fuel
- Science: Why do some building entrances have ramps - Day 1

Wednesday 3/18

- Wednesday Reading Comprehension
- N.F.3 - Practice Adding and Subtracting Fractions.
- Science: Day 3
- Writing: Begin creating rough draft of writing prompt.

Friday 3/20

- Friday, Weekly Reading Quiz
- Math: Practice Multistep Word Problems.
- Science: Day 5
- Final Draft of writing

Tuesday 3/17

- Tuesday Reading Comprehension
- N.F.2 - Practice Comparing Fractions
- Science: Why do some building entrances have ramps?
- Writing: Food + Energy & Proper Fuel Brainstorm and Plan.

Thursday 3/19

- Thursday Reading Comprehension
- Math: Practice Factors and Multiples
- Science: Day 4
- Writing: Finish rough draft of writing prompt and Edit.

Why the Bear Has a Stumpy Tail

A folktale from Norway

One day a hungry fox stole a string of fish from a fisherman. As he ran away with his stolen meal, he encountered a very large bear.

"Hold on there, Fox." Bear licked his lips as he blocked the fox's path. "Give me some of your fish."

Fox wanted to keep all the fish to himself. However, he was frightened by the bear's sharp teeth and claws.

"I'm happy to share," said the clever fox, "or I could teach you my secret to catching them. Then you could fill your belly with fish whenever you wanted."

"Teach me, now," demanded Bear.

Fox led Bear to an ice covered lake.

"First, cut a hole in the ice," said Fox.

Bear dug out a hole with his claws.

Fox continued. "Next, stick your tail in the hole and sit very still. Hold it there for as long as possible because the longer you wait, the more fish you'll catch. Don't worry if your tail starts to sting. That's how you know the fish are biting. Once you've waited a good long time, yank your tail out with a hard sideways pull."

In those days, bears had long beautiful tails. So Bear said to Fox "If you caught all those fish with your plain-looking tail, imagine how many fish a **glorious** tail like mine can reel in!"

"Exactly my thoughts." Fox smiled. "I'll be on my way, then. Don't want to disturb your fishing."

Fox scurried away, dragging his long string of fish behind him.

Bear did everything just as Fox said. When it came time to pull his tail out, he gave a strong sideways yank. The hole had frozen over, so when the bear pulled, his tail snapped off and stayed stuck in the ice.

Poor Bear's tail never grew back. And that is why bears have short, stumpy tails.

Monday, March 16 - Thursday, March 19

Name:

Fiction: Compare & Contrast Stories from Different Cultures – Q4:1

Date:

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

Clever Mrs. Fox

A folktale from India

One evening, when Mr. and Mrs. Fox were headed back to their burrow, a ferocious tiger leapt out in front of them.

Mr. Fox trembled with fear. Mrs. Fox was frightened, also, but she didn't let it show. Instead she looked the tiger right in the eye, saying, "Lord Tiger, we're so glad we found you!"

"You are?" asked the surprised tiger.

"Oh, yes," said Mrs. Fox. "Mr. Fox and I would be grateful for your advice. We can't agree on a solution to our problem."

"And what problem is that?" asked Lord Tiger.

"Sad as it may be, Mr. Fox and I have decided to end our marriage."

"We have?!" yipped Mr. Fox.

"Don't interrupt, dear." Mrs. Fox winked at her husband. Mr. Fox had no idea what his wife was up to, but he let her continue.

"When we part ways, we must divide our five children between us, but we are unsure how to do so fairly."

Lord Tiger licked his lips. "Five children, you say?"

"Five sweet, plump fox cubs," stated Mrs. Fox. "Can you help us?"

"There's nothing I'd like more." Lord Tiger could already taste their tender young meat on his tongue. "But to come up with the best solution, I'll need to see the cubs myself."

"A brilliant idea!" said Mrs. Fox.

As they headed toward home, Mr. Fox whispered to his wife. "Are you sure you know what you're doing?"

"Indeed. This is exactly the help we need," Mrs. Fox whispered back.

When they'd arrived back at their burrow, Mrs. Fox said to her husband. "Go inside and get our children ready to greet our visitor while I keep Lord Tiger company."

Mr. Fox disappeared down the hole.

Time passed, and Lord Tiger grew impatient. "What's taking them so long? They should be out to greet me by now."

"Why don't I go inside and help my husband with the children?" Mrs. Fox suggested. "After all, there are some things only a mother can do for her children."

"Go!" Lord Tiger commanded.

Clever Mrs. Fox bowed to Lord Tiger, then backed her way down the hole safely into her burrow.

Lord Tiger waited and waited for the fox family to come out. He called to them, but there was no reply. Realizing he'd been tricked, Lord Tiger **slunk** away, hungry.

Mr. and Mrs. Fox raised their cubs together, and stayed married for the rest of their lives.

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Monday March 16	Tuesday March 17
<p>Based on the titles, how are these two folktales similar?</p> <hr/>	<p>From what point of view are both stories being told?</p> <hr/>
<p>Who are the characters in "Why the Bear Has a Stumpy Tail"?</p> <hr/>	<p>Who are the characters in "Clever Mrs. Fox"?</p> <hr/>
<p>How are the settings in both folktales similar?</p> <hr/>	<p>What problem does the fox have in "Why the Bear Has a Stumpy Tail"?</p> <hr/>
<p>Determine the meaning of the word glorious in the story.</p> <hr/>	<p>How is the fox's problem in the first story different from the fox's problem in the second story?</p> <hr/>
Wednesday March 18	Thursday March 19
<p>Determine the meaning of the word slunk in the story.</p> <hr/>	<p>What question about bears did the folktale answer?</p> <hr/>
<p>Based on the evidence, what do these cultures believe to be true about foxes?</p> <hr/>	<p>How did Mrs. Fox signal her husband to go along with her plan?</p> <hr/>
<p>Why did the bear agree to not take all of fox's fish?</p> <hr/>	<p><i>Lord Tiger licked his lips. "Five children, you say?"</i> Based on the evidence, what was Lord Tiger planning to do?</p> <hr/>
<p>Why did the bear feel he could catch more fish than the fox?</p> <hr/>	<p>How did Lord Tiger feel when he realized he had been tricked? Support your answer with evidence from the text.</p> <hr/>

Monday, March 16th

Name: _____ Date: _____

Numbers and Operations-Fractions

4.NF.1
Equivalent
Fractions

Fill in the box to create an equivalent fraction:

① $\frac{1}{2} = \frac{\square}{6}$

② $\frac{2}{3} = \frac{\square}{12}$

③ $\frac{1}{4} = \frac{\square}{100}$

④ $\frac{1}{4} = \frac{\square}{8}$

⑤ $\frac{5}{10} = \frac{1}{\square}$

Write three fractions that are equivalent to $\frac{4}{8}$.

⑥ $\frac{\square}{\square}$

⑦ $\frac{\square}{\square}$

⑧ $\frac{\square}{\square}$

Use the figure below to create two different models equivalent to $\frac{1}{4}$.



Notes:

Score:

Monday March 16th

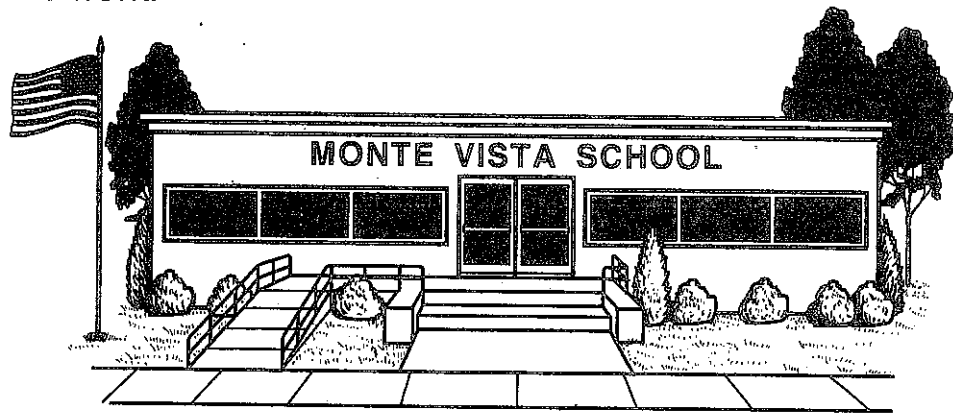
Name _____

Day
1

Weekly Question

Why do some building entrances have ramps?

If a building has stairs at the entrance, it probably has a long ramp leading to the door, too. That ramp is an example of an **inclined plane**. One end of an inclined plane is higher than the other. Inclined planes are everywhere. Ramps, playground slides, and ladders are examples of inclined planes. An inclined plane is a **simple machine**. Simple machines are tools that help you do work.



Daily Science

Big
Idea 6

WEEK 1

Vocabulary

inclined plane
in-KLINED playn
a flat surface that is tilted at an angle

simple machine
SIM-pull muh-SHEEN
a basic tool that makes work easier to do and has few or no moving parts

A. Complete the analogy.

Inclined plane is to *simple machine* as _____.

- ramp is to stairs triangle is to shape nails are to hammer

B. Which object in each pair is an *inclined plane*? Write the word or words.

1. a ramp or a table _____
2. a swing set or a slide _____
3. a ladder or a hammer _____
4. an escalator or an elevator _____
5. a trail up a hill or a flat sidewalk _____

Tuesday, March 17

Name: _____ Date: _____

Numbers and Operations-Fractions

4.NF.2
Comparing
Fractions

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

① $\frac{6}{12}$ ○ $\frac{4}{8}$

② $\frac{5}{10}$ ○ $\frac{1}{3}$

③ $\frac{4}{12}$ ○ $\frac{3}{6}$

④ $\frac{4}{8}$ ○ $\frac{2}{10}$

⑤ $\frac{1}{4}$ ○ $\frac{6}{8}$

Write the fractions below in order from least to greatest.

⑥ $\frac{2}{8}$, $\frac{5}{10}$, $\frac{2}{3}$ _____

⑦ $\frac{1}{2}$, $\frac{4}{8}$, $\frac{5}{6}$ _____

Write the fractions below in order from greatest to least.

⑧ $\frac{5}{6}$, $\frac{2}{12}$, $\frac{1}{3}$ _____

⑨ $\frac{3}{12}$, $\frac{6}{8}$, $\frac{4}{100}$ _____

- ⑩ There are 12 pieces of paper in the classroom recycling bin. Two-eighths of them are green, four-twelfths are blue, half are pink. Which color are there the fewest of in the bin?
- _____

Notes:

Score:

Tuesday, March 17

Name _____

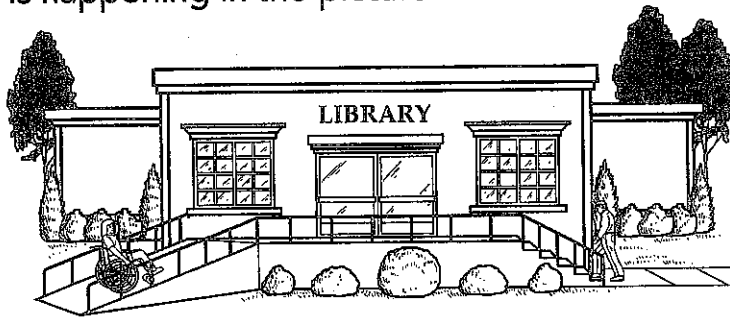
Day
2

Weekly Question

Why do some building entrances have ramps?

If simple machines help you do work, then what do we mean exactly when we say "work"? Scientists say that **work** is the **force** applied to an object to move it a certain **distance**. When you walk up stairs or along a ramp, you are doing work. You are applying force to move yourself a distance. Scientists don't measure work just by how much force you use or how far a distance you travel. They look at the end result. So whether you use stairs or a ramp to reach the entrance, the amount of work you are doing is the same. You are using less force over a greater distance or more force over a shorter distance.

- A. Check the box next to the caption that correctly describes what is happening in the picture.



- The person using the stairs is doing more work.
- Both people are doing the same amount of work.
- The person using the ramp is doing more work.

- B. Use the vocabulary words to complete the sentences.

1. Lifting and tugging are examples of _____ being applied.
2. The _____ between two places can be measured in inches, feet, or miles.
3. An inclined plane makes it easier for you to do _____.

Daily Science

Big
Idea 6

WEEK 1

Vocabulary

distance

DIS-tinss

the amount of space between two points

force

forss

a push or pull that can change the position of an object

work

werk

the use of force to move something over a distance

Wednesday, March 18

Name: _____ Date: _____

4.NF.3

Adding/Subtracting
Fractions

Numbers and Operations-Fractions

Add:

① $\frac{1}{8} + \frac{2}{8} =$

② $\frac{4}{12} + \frac{2}{12} =$

③ $1\frac{1}{5} + 2\frac{3}{5} =$

④ $2\frac{1}{3} + 4\frac{2}{3} =$

Solve:

- ⑤ Mr. Jeffrey's classroom has both round and square tables. $\frac{5}{8}$ of the tables are round and $\frac{3}{8}$ are square. How many more tables are round than square?
- _____

Subtract:

⑥ $\frac{8}{12} - \frac{6}{12} =$

⑦ $\frac{55}{100} - \frac{33}{100} =$

⑧ $2\frac{5}{10} - 1\frac{2}{10} =$

⑨ $3\frac{4}{10} - 2\frac{2}{10} =$

Solve:

- ⑩ Jesse read $9\frac{5}{6}$ chapters of his book at school. He read $4\frac{1}{6}$ chapters that night at home. How many more chapters did he read in school?
- _____

Notes:

Score:

Name _____

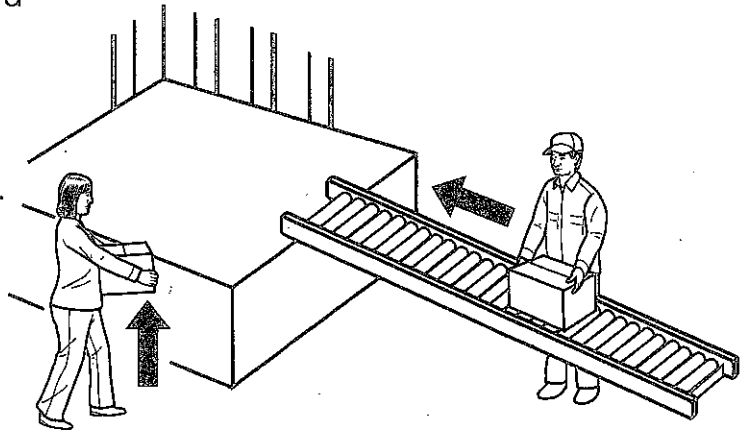
Day
3

Weekly Question

Why do some building entrances have ramps?



An inclined plane makes work easier to accomplish by reducing the amount of force you must use to move something. But there's a trade-off. When you use less force to do work, you have to increase the distance. If you lift a heavy box up to a shelf five feet in the air, the distance is five feet. If you push a box up a ten-foot ramp to the same shelf, the distance is ten feet. The box ends up in the same place. But when you push the box up the ramp, you are using less force over a longer distance. The force you exert is smaller.

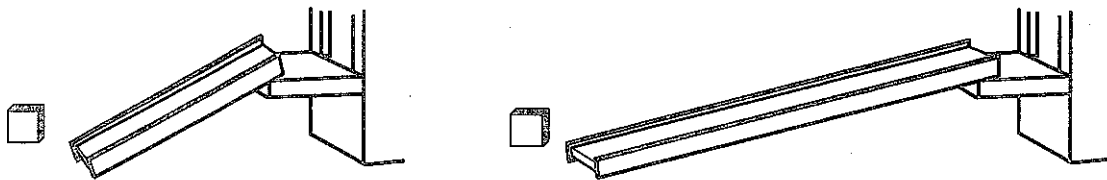


A. Read the sentences. Then answer the questions.

Marco lifts his bowling ball up to a shelf that is three feet high. His sister, Maria, uses an inclined plane that is five feet long to roll her bowling ball up to the same shelf.

1. Who used more force? _____
2. Who moved the ball a longer distance? _____

B. Look at the two inclined planes below. Check the box next to the ramp that requires more force to move things up it. Explain your answer.



Thursday, March 19

Name: _____ Date: _____

4.OA.4
Factors and
Multiples

Operations and Algebraic Thinking

Find all of the factors for the numbers below:

① 10

② 30

③ 9

④ 24

⑤ 48

List the missing multiples for the numbers below:

⑥ 6
6, 12, 18, _____ 42, 48

⑦ 4
4, 8, _____ 24, 28

⑧ 9
9, 18, 27, _____ 63, 72

⑨ Is 17 a prime or a composite number?

⑩ Jenna is recording all of the factors for the number 16. She is writing each factor onto an index card. How many index cards does she need?

Notes:

Score:

Friday Quiz

March 20th

Name: _____

Score: _____

Date: _____

Weekly Reading Quiz – Q4:1

<p>1. In the text, "Why the Bear Has a Stumpy Tail", why did the fox trick the bear into putting his tail in the water?</p> <ul style="list-style-type: none">a. because he was jealous of bears beautiful tailb. because he wanted to keep all the fish he had stolenc. because he wanted to teach bear how to fishd. because he thought bear would look better with a short, stumpy tail	<p>2. In the text, "Clever Mrs. Fox" how did Mr. and Mrs. Fox react differently to the tiger leaping out in front of them?</p> <ul style="list-style-type: none">a. Mr. Fox didn't show his fright, and Mrs. Fox trembled with fear.b. Mr. Fox was nervous, and Mrs. Fox was terrified.c. They reacted the same way by trembling with fear.d. Mr. Fox trembled with fear, and Mrs. Fox didn't show her fright.
<p>3. What can you infer Mrs. Fox was trying to tell Mr. Fox when she winked at him?</p> <ul style="list-style-type: none">a. She wanted to end their marriage.b. She feared the tiger.c. She had a plan and wanted him to play along.d. She was going to let the tiger meet their cubs.	<p>4. According to the fox, how would bear know the fish were biting?</p> <ul style="list-style-type: none">a. His tail will sting.b. He needs to wait a long time.c. The fish will like his long beautiful tail.d. He has to pull it sideways.
<p>5. Read the stories, "Why the Bear Has a Stumpy Tail" and "Clever Mrs. Fox". In both stories, the foxes were clever and tricked the bear and tiger. In each story, do you think what the fox did was right or wrong? Cite evidence from the text to support your opinions about each text.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Friday March 20th

Name: _____ Date: _____

Operations and Algebraic Thinking

4.OA.3
Multistep
Word Problems

Write an 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 68 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 5 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 36 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 4 times that many signed with the red one. How many students still need to sign the card? _____

Notes:

Score:

Friday, March 20

Name _____

Weekly Question

Day
5

Why do some building entrances have ramps?

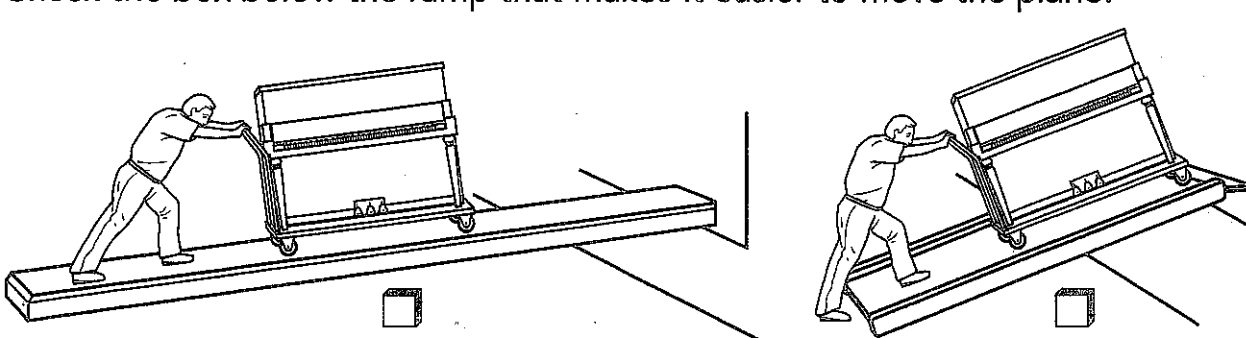


A. Use the words in the box to complete the paragraph.

force inclined plane distance
work simple machine

Chandra needed to carry a heavy box up a flight of stairs. To make the _____ require less effort, she made a ramp. This ramp, or _____, was a board that she laid over the steps. It was an example of a _____. The _____ from the bottom of the ramp to the top was ten feet. Chandra applied _____ and moved the box up the ramp.

B. Check the box below the ramp that makes it easier to move the piano.



C. In your own words, explain how inclined planes make work easier.

Monday March 16 - Friday, March 20

Writing

FOOD + ENERGY

By Kelly Anne

How many calories do you consume each day? You may not know, but most people are encouraged to eat roughly 2,000 calories a day, which is a pretty easy number to achieve. This amount should be enough to give Americans energy, but not enough to encourage weight gain. It is important for everyone to fuel their bodies with nutrients, so they can do what they need to do each day.

There are some athletes, however, who train so hard that they need to eat much more than 2,000 calories to maintain their weight. Olympic swimmer Michael Phelps is one of these athletes.

Michael ate at least 8,000 calories a day while training for the Olympics in 2008. Can you imagine eating that much? You would need to eat three of every meal, in order to meet that calorie count. That's three breakfasts, three lunches, and three dinners. All in one day! Most athletes will train for years in order to get in tip-top shape for their opportunity to shine at the Olympics. This training requires their bodies to be continuously working. In order to fuel their bodies for their daily workout, they need to consume a huge amount of calories.

Consuming 8,000 calories every day is not easy! It takes a great deal of work. In between his training sessions, Michael had to spend a lot of time eating. For breakfast, he would consume three loaded breakfast sandwiches, 2 cups of coffee, a five-egg omelet, a bowl of grits, three slices of french toast, and three chocolate chip pancakes. That's a lot of food, and it's just breakfast! For lunch, he would consume a pound of pasta with tomato sauce, two ham and cheese sandwiches, and high calorie energy drinks. At dinner, he would put away another pound of pasta, an entire pizza, and more energy drinks.

If you and I were to eat as much as Michael, we would be uncomfortable and likely gain weight. We're not working out for 6 to 8 hours a day like Michael was in 2008. But even if we were working out like Michael, would eating that food be healthy? Health specialist Klion says, "I think for him, because of his caloric demands, he can probably eat whatever he wants to." When you're consuming such high quantities of food, you don't want to eat food that doesn't taste good, so it makes sense that Michael chose foods he enjoyed. Who wouldn't want to eat pizza and pancakes every day? (Rubenstein). Specialists do recommend, however, that athletes focus on consuming foods that will build their muscles and give them energy. Protein and carbohydrates work best.

How do you think your diet compares to that of Michael Phelps'? While you may not be exercising as much as he was, it is still important to consume enough nutrients that you have enough fuel for the day. Make sure you eat a healthy breakfast, lunch, and dinner in order to be prepared!

PROPER FUEL

By Kelly Anne

"I'm starving, Mom," Jade said as they pulled out of the driveway.

"I know, honey," Jade's mom said soothingly. "Unfortunately, all we had were some tortilla chips and cheese. You can eat the nachos I made you, and I'll have something else ready for you after soccer practice. We're running late, and don't have time to stop anywhere. I'll swing by the grocery store after I drop you off."

Jade looked at the plate of nachos on her lap and made a face. She wasn't sure that she liked nachos... but she guessed she should try them. She grabbed one and slowly raised it to her lips. She took her first bite, and smiled wide.

"Mmmm, nachos are awesome!" she declared. She dug in, and finished the plate of nachos in no time.

They pulled into the soccer field a little early. Jade jumped out, and ran to meet up with her friends. She noticed instantly that her footsteps felt a little heavier than normal.

"Hmmm," she thought to herself. "I guess I need to stretch a little more." Jade sat on the grass and began stretching with her teammates.

"Hey Jade!" Shayle hollered. "How's it going?"

"It's good. How about you?"

Shayle's hand went to her stomach, "I'm starving!" she explained.

"I was," Jade said, "but I had some nachos in the car."

"Nachos?" Shayle asked. "Do you really think that'll be good for your stomach? I can't have anything heavy before practice, which is why I'm so hungry now, I didn't eat at all before I came."

"Well, I did feel a little off when I ran over here, but I need to have some fuel in me. If I don't eat anything, then I feel light-headed."

"Yeah, I get that." Shayle replied.

Jade reached into her soccer bag, and noticed something shiny. "Hey! I have a granola bar if you want it."

"Sure, that'd be great." Shayle grabbed the granola bar and munched on it. She instantly felt better.

Forty minutes into soccer practice, Shayle and Jade had run, jumped, kicked, and were now scrimmaging each other. Jade was definitely feeling those nachos. She was grateful for each small break their coach allowed them. Then their coach said, "Okay, now I want you all to do some conditioning. It's time to run a mile. Go hop on the track. Give me four laps."

Jade grimaced. She knew there was no way she could run a mile without her nachos coming up. She ran over to her coach and told her what had happened. Her coach understood, but gave her a lecture about proper nutrition while the other girls ran. Jade knew that she would never eat nachos before practice again.

