Learning Packet
Practicing together while we're at home

MARCH - APRIL 2020

4th Grade

FOR MORE INFORMATION CONTACT: msheppard@kcpublicschools.org
## Elementary Grade 4
### Calendar of Work Activities

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<td>- Balanced and unbalanced forces review</td>
<td>- Patterns to predict motion review</td>
<td>- Simple machines review</td>
<td>- Rock layers and solutions to Earth processes review</td>
<td>- Maps of Earth's features and natural Earth processes review</td>
</tr>
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| Parent Initial: | Parent Initial: | Parent Initial: | Parent Initial: | Parent Initial: |
Directions: Supervise your child as s/he completes an activity and marks off the box. You must also initial the box each time your child finishes a task. Have fun!

<table>
<thead>
<tr>
<th>B I N G O</th>
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<tbody>
<tr>
<td>Write a summary of an article</td>
</tr>
</tbody>
</table>

| Read an article from online | Write an alternate ending to a book you read | Read a book or article about your dream job | Read outside for an hour | Read a book aloud to a younger child |

| Visit the Library | Read 10 blog posts | Draw a picture of a scene from a chapter book you read | Read a newspaper article |

| Read a science fiction or fantasy book | Read a book with a one word title | Read two comics from a newspaper | Read 15 road signs to an adult | Read 6 short stories |

| Write a poem | Read a book about an athlete | Read for 45 minutes | Read a book in a series | Read a poem |
Day One

English-Language Arts

**Daily Reading:** *Microbes: friend or Foe?*
- Fold the pages to create your pocket book
- Read Independently (you may choose to read it with someone or have it read to you, if needed)

**Reading Response:**
- Worksheet: Summarize

**Writing Assignment:**
- Writing Assignment: Brainstorm
  
  **Prompt:** Foods that are high in sugar like candy, cookies, and soda are not good for kids. Should schools ban all high-sugar foods and drinks from snacks and lunches? Write a paragraph explaining why this is a good or bad idea.

Math

- Complete Review 1-1
- Complete Reteach 1-1

Science

- Complete “Day 1” section to review internal and external structures structures and functions from quarter 1 in the science packet.
Microbes: Friend or Foe?
A Reading A-Z Level U Leveled Book
Word Count: 1,658

Reading a-z
Visit www.readinga-z.com for thousands of books and materials.
Microbes: Friend or Foe?

Written by Lisa Ing
Illustrated by Cende Hill

www.readingaz.com
Introduction

Achoo! You sneeze. You cough. You’re tired. Your throat hurts. You know from these symptoms that you’re getting sick—but why? You might be sick because of a tiny microbe—a germ.

Long ago, no one knew what made us sick. No one had studied disease and health. Many people imagined they were cursed, or being punished for something. Now, we know that some microbes, or germs, can cause disease. But what are microbes? Where are they? Are all microbes bad? Can learning about microbes help us stay healthy?

Do You Know?

George Washington, first president of the United States, caught a throat infection in 1799. His doctors had a common treatment of the time called bloodletting. They took nine pints of blood from his body in one day. The human body holds only 1.2 pints of blood. Sadly, Washington died from the treatment, not the disease.

Staying Healthy

Keep your immune system strong. Eat a balanced diet of nutritious foods, including fruits and vegetables, and drink lots of water. Get fresh air, exercise, and enough sleep each night.

Preparing food
+ Wash knives and cutting boards with warm water and soap after cutting raw meat, and never let raw meat touch cooked foods.
+ Do not eat food from dented or swollen cans.
+ Do not eat food that has fallen onto the floor.

Keeping clean
+ The most important microbe-fighting action is staying clean with soap and water. Eighty percent of diseases are transmitted through touch because many people do not wash their hands. If everyone washed his or her hands, we could cut down the spread of disease.
+ Wash your hands after you go to the bathroom, after touching animals, and before and after you make and eat food. Wash with soap for at least fifteen seconds, or as long as it takes to hum the song "Happy Birthday" twice. Rub soap lather all over your hands, even under your fingernails. Then rinse your hands and dry them on a clean towel.

Take care of your teeth
+ Brush and floss your teeth to remove bits of food. Mouth bacteria cause cavities and feed on rolling food. Infections can easily get into your bloodstream through your mouth.

Microbes: Friend or Foe? • Level 2
Don't Spread Disease

When you're sick, it's important to stay home and rest. This helps your body fight off infection. Staying home also keeps you from infecting other people.

Remember that there are simple things we can do to stop germs from spreading. If you're sick, don't share food, cups, or plates with other people. If you have a cold, carry tissues. When you blow your nose, cover it. When you cough, cover your mouth. Use a tissue, then throw away the tissue in a trash can. Used tissues can infect other people. Remember to cover it and toss it! And remember to wash your hands.

What Are Microbes?

Microbes are tiny, living organisms. We need a strong microscope to see them. Microbes live all around us. They are in the air we breathe. They sit on everything we touch. They are on our skin and shoes. Many live inside our body. They are everywhere!

Some microbes are good for us. They help protect us from disease. Other microbes are harmful. Harmful microbes can make us sick.

Different kinds of microbes

- Bacteria
- Fungi
- Protozoa

Do You Know?

The world's most common disease is the common cold, which is still the most common cold. The common cold starts with a sneeze and lasts about 10 days. The common cold is caused by a virus. It is not caused by bacteria. The common cold is also contagious, so you must wash your hands to avoid spreading it.

Math Minute

1. 3 + 5 + 2 = 10
2. 4 + 10 ÷ 2 = 8
3. 3 + 5 ÷ 2 = 4.5
4. 14 x 2 = 28
5. 32 - 5 = 27

Louis Pasteur

Pasteur was a French scientist who developed the method of pasteurization. He proved that heat could destroy bacteria. This process, now called pasteurization, is used to make milk safe to drink.
**Do You Know?**

One drop of blood contains between 7,000 and 25,000 white blood cells. These cells attack invading microbes in different ways. Some white blood cells produce antibodies that cancel out the microbes' chemicals, while others surround the microbes and destroy it.

Our body's cells join together like building blocks to help us grow. We have blood cells, bone cells, stomach cells, skin cells, and muscle cells. To protect these cells, the immune system tries to keep out the troublemaking microbes.

Our immune system's best weapon is its great memory. It remembers which microbes are good and which are bad. It recognizes and remembers how to fight them off if they ever come back.

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Vaccines can be given as shots or taken by mouth.

The idea of using a virus to fight itself, or for one disease to fight another disease, isn't new. It was first thought of about 200 years ago, in England. Dr. Edward Jenner treated many cases of cowpox, a mild pox disease often caught by farm workers. He also treated many cases of deadly smallpox. Epidemics of smallpox killed thousands of people each year. There wasn’t a cure for it. Over time, he noticed that anyone who had first caught cowpox never got the deadly smallpox virus later. But why?

He realized that if the cowpox disease must be related to each other. Maybe they were like cousins in a family. But how could he test his idea that one virus could be used to stop another virus?
The bacteria that cause food poisoning live on many uncooked foods. Cooking foods to the right temperature kills bacteria. But disease-causing bacteria also live on kitchen countertops and on our hands. We should wash our hands with soap before we touch food. Food poisoning can cause an upset stomach, vomiting, and diarrhea.

**Fun Food Fact**

Several types of bacteria help change milk into yogurt and sour cream. These bacteria eat lactose, or milk sugars, and release lactic acid, which curdles the milk and makes it more solid. The lactic acid gives yogurt and sour cream a tangy, sour flavor.

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**Outbreaks and Epidemics**

A disease can spread from a few infected people in one place to thousands of people around the world. When a small group of people gets the same disease, it's called an outbreak. When an outbreak of a disease spreads to a large number of people, it's called an epidemic. When an epidemic spreads to people all around the world, it's called a pandemic.

An outbreak of a disease can spread within days. Airplanes, trains, and buses carry both people and their germs quickly. A sick passenger can infect anyone he or she passes during the trip. When another person gets infected, he or she can carry the germs to another place and infect people there. In the United States, there is a disease-watching group called the Centers for Disease Control and Prevention (CDC). The CDC tracks infections around the world.

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**Bacteria**

Bacteria are tiny, single-celled organisms that can cause various diseases. They are important in many ecosystems and can be harmful or helpful. Some bacteria cause diseases like pneumonia, typhoid fever, and tetanus. Others are beneficial, such as those found in yogurt and sour cream. Some bacteria can even help with digestion and produce antibiotics.

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**Fighting Infections with Vaccines**

Vaccines are a way to help your body fight off illnesses. They work by introducing a small amount of a disease's germs to train your immune system. Once your immune system learns how to recognize and fight these germs, it can quickly respond to protect you from the real thing.
A viral infection can make you very sick. Some viruses can cause death. A virus is able to **mutate**. It can change its identity—like putting on a mask. That can make it harder for the body to recognize the virus and fight it off. Viruses cause diseases like the flu, chicken pox, and the common cold.

**Fungi**

Like other types of microbes, most types of harmful fungi are almost invisible. Two infections caused by harmful fungi microbes are ringworm and athlete’s foot. Ringworm causes a raised, itchy, red ring to appear on the skin. Athlete’s foot attacks the bottom of feet and the skin between the toes. It makes the skin itch, crack, and peel.

**Protozoa**

Protozoa (pro-to-ZOE-uh) are also tiny, simple organisms. They often live in streams, ponds, and dirty water. Be careful about the water you drink. If protozoa get into your body, they can cause vomiting, diarrhea, and mouth infections.

One dangerous protozoa is spread by the bite of an infected mosquito. It causes a serious disease called malaria. Malaria kills a million people every year.

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**Do You Have a Common Cold or the Flu?**

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Cold</th>
<th>Flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Coughing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sneezing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Itchy Eyes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Muscle Aches</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Headache</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>No Fever</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>No Cough</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

*Did you catch a cold or the flu?*
**Instructions:** Identify and list the important information from a section of the book in the *Important Information* boxes. Then use the information to create a summary in the *Summary* box.

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Important Information</th>
<th>Important Information</th>
<th>Important Information</th>
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</thead>
</table>

**Summary**

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Put an X next to ideas you probably will not use.
Put a star ✰ next to ideas you think you will use.

Remember:
- Complete sentences, correct spelling or writing neatly.
- Describe sentence with facts, details, support that opinion about the topic, and then a clear opinion about you will need to form.

Example:
- The paragraph explaining why this is a good or a bad idea.
- Snacks and lunchbox. Write a high-sugar foods and drinks from good for kids. Should schools ban all candy, cookies, and soda are not allowed. Foods that are high in sugar like junk food.

No Junk Food

Final Draft
Edit and revise
First Draft
Organize
Brainstorm
Track Your Progress

- Name
- Date
1. Celia used an addition expression to find $6 \times 5$. Which expression did Celia use?
   A $5 + 5 + 5$
   B $5 + 5 + 5 + 5$
   C $5 + 5 + 5 + 5 + 5 + 5$
   D $5 + 5 + 5 + 5 + 5 + 5 + 5 + 5$

2. John cut some wood into 2 pieces, each $\frac{1}{3}$ yard long. What was the length of the wood before it was cut?
   A $\frac{1}{3}$ yard
   B $\frac{1}{2}$ yard
   C $\frac{2}{3}$ yard
   D $2\frac{1}{3}$ yards

3. Select all of the rectangles that have an area of 24 square centimeters.
   - $3 \text{ cm}$
   - $4 \text{ cm}$
   - $5 \text{ cm}$
   - $8 \text{ cm}$
   - $12 \text{ cm}$

4. The Perez family is driving to visit relatives. The trip is 184 miles, and they have driven 48 miles. How many more miles do they need to drive?

5. Colton builds a sandbox for his cousin. The sandbox measures 4 feet by 3 feet. What is the perimeter of the sandbox?

6. Five people bought raffle tickets. They bought 8 tickets each. How many raffle tickets did they buy in all?

7. Una put the same number of carnations into 4 vases. If she used a total of 32 carnations, how many carnations are in each vase?

8. Look for a pattern and write the missing numbers.
   2, 8, 14, 20, 26, , ,

9. What number makes both equations true?
   $6 \times \_ = 36$
   $36 \div \_ = 6$
Vocabulary

1. Each period of a place-value chart has three places.

Which periods are shown in the place-value chart at the right?

2. The position of a digit in a number tells the value of the digit. This is called place value.

What is the value of the 6 in 430,697?

3. The expanded form of a number shows the sum of the value of each digit in a number.

Use the place-value chart to help write 430,697 in expanded form.

4. Write 656,132 in the place-value chart to the right.

5. Write 656,132 in expanded form.

On the Back!

6. According to the 2010 census, the population of 20-24 year olds in Alabama was 335,322. Draw a place-value chart and record 335,322. Then write 335,322 in expanded form.
Day 1

4.LS1.A.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and plant reproduction.

A student sees a video of a raccoon searching for food around a pond. The raccoon finds a small piece of fruit and holds it with both of its paws. The raccoon rolls the fruit in its paws under the water and does this several times before eating it. The student wonders how the raccoon holds onto the fruit and why the raccoon rolls the fruit in the water. After doing some research, the student learns the following facts:

- Raccoons eat both plants and animals like humans do.
- Raccoons prefer to find food at night and sleep during the day.
- Raccoons roll items around in their paws under water because the water improves their sense of touch.
- Even if there is no water around, raccoons will roll items around in their paws.
- Raccoons can hold objects with their paws, but they cannot grasp objects as well as humans do.
- Humans have opposable thumbs, which means that humans can touch the tip of the thumb to the tip of every other finger. Raccoon thumbs are not opposable.

Later the student finds more information about the sense of touch in raccoons and humans that is shown in Figures 1 and 2.

1. Compare the image of the cat paw in Figure 3 to the raccoon paw in Figure 1. What are some advantages of the raccoon paw?

Write each answer in the correct box. Not all answers will be used. Each answer may be used more than once.

<table>
<thead>
<tr>
<th>A. easier</th>
<th>B. food</th>
<th>C. harder</th>
<th>D. longer</th>
<th>E. predator</th>
<th>F. shorter</th>
</tr>
</thead>
</table>

The raccoon paw has ______________________ toed that make it ______________________ to hold objects when searching for ______________________. This trait makes it ______________________ for the raccoon to survive in its environment.

2. Explain how an external structure, other than its paws, allows a raccoon to survive.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Day Two**

**English-Language Arts**

**Daily Reading:**
- Independently Reread

**Reading Response:**
- Worksheet: Compare and Contrast

**Writing Assignment:**
- Writing Assignment: Organize

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**Math**

- Complete Review 1-2
- Complete Reteach 1-2

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**Science**

- Complete “Day 2” section to review information processing from quarter 1 in the science packet.
Instructions: Use the information on pages 17 through 19 to compare and contrast vaccines and antibiotics. Write details that tell how vaccines and antibiotics are alike in the outer circles. Write details that tell how they are alike where the circles overlap.

Topic: [Blank]

Alike

Different

Different
Use synonyms to restate your opinion or draw a conclusion.

Use facts, details, and examples to support your opinion.

State your opinion and catch your reader's attention.

Use your brainstorming ideas to organize your thoughts.

Paragraph Title: ______________

Closing Sentence: ______________

Supporting Reason: ______________

Supporting Reason: ______________

Supporting Reason: ______________

Topic Sentence: ______________
1. Which of the following is the number name for 564?
   - A five hundred sixty-six
   - B five hundred sixty-four
   - C five hundred sixty
   - D five hundred forty-six

2. A restaurant cuts its large pizzas into 8 equal pieces. How many total pieces of pizza will be cut for 9 large pizzas?
   - A 72 pieces
   - B 60 pieces
   - C 45 pieces
   - D 27 pieces

3. Margaret is painting one wall in her room. The wall is 7 feet long and 8 feet high. What is the area of the wall Margaret is painting?
   - A 14 square feet
   - B 15 square feet
   - C 30 square feet
   - D 56 square feet

4. Select all of the equations with an even product.
   - $2 \times 9 = n$
   - $5 \times 9 = n$
   - $4 \times 5 = n$
   - $1 \times 6 = n$
   - $7 \times 7 = n$

5. Dean travels 12 miles to get to work. Lisa travels 9 miles less than Dean travels to get to work. Pam travels twice as far as Lisa to get to work. How many miles does Pam travel to get to work?

6. What number makes each equation true?
   - $3 \times [ ] = 12$
   - $[ ] \times 3 = 12$
   - $12 \div [ ] = 3$

7. Round 348 to the nearest hundred.

8. Write 4,208 in expanded form.

9. Write the number name for 21,379.
Vocabulary

1. When two \textbf{digits} next to each other in a number are the same, the value of the digit on the left is always ten times as great as the value of the digit on the right.

What number is represented in the model above?

2. The first 3 in 3,333 is the thousands place. What is the value of the first 3?

3. The second 3 in 3,333 is in the hundreds place. What is the value of the second 3?

4. What is the relationship between the value of the first 3 and the value of the second 3 in 3,333?

The value of the first 3 is \underline{\underline{\text{times as great as the value of the second 3.}}}

5. Complete these sentences.
   In 5,550, the second 5 is in the hundreds place.
   Its value is \underline{\underline{\text{.}}}
   The third 5 is in the \underline{\underline{\text{place.}}}
   Its value is \underline{\underline{\text{.}}}
   The value of the 5 in the \underline{\underline{\text{place is ten times as great as the value of the 5 in the \underline{\underline{\text{place.}}}}}

On the Back!

6. Describe the relationship between the 2s in 75,222.
Day 2

4.LS1.D.1 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

A student sees a video of a raccoon searching for food around a pond. The raccoon finds a small piece of fruit and holds it with both of its paws. The raccoon rolls the fruit in its paws under the water and does this several times before eating it. The student wonders how the raccoon holds onto the fruit and why the raccoon rolls the fruit in the water. After doing some research, the student learns the following facts:

- Raccoons eat both plants and animals like humans do.
- Raccoons prefer to find food at night and sleep during the day.
- Raccoons roll items around in their paws under water because the water improves their sense of touch.
- Even if there is no water around, raccoons will roll items around in their paws.
- Raccoons can hold objects with their paws, but they cannot grasp objects as well as humans do.
- Humans have opposable thumbs, which means that humans can touch the tip of the thumb to the tip of every other finger. Raccoon thumbs are not opposable.

Later the student finds more information about the sense of touch in raccoons and humans that is shown in Figures 1 and 2.

![Figure 1. Raccoon Sense of Touch](image1)

![Figure 2. Human Sense of Touch](image2)

1. The same raccoon later finds another piece of the same type of fruit and rolls the fruit in its paws under the water. What events will likely follow this one?

Write the answers in the table to correctly order the events.

<table>
<thead>
<tr>
<th>Step</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. The raccoon’s brain processes sensory signals.</td>
</tr>
<tr>
<td>2</td>
<td>B. The raccoon knows the fruit is safe to eat and takes a bite.</td>
</tr>
<tr>
<td>3</td>
<td>C. Whisker-like hairs on the paws send sensory signals to the raccoon’s brain.</td>
</tr>
<tr>
<td>4</td>
<td>D. The raccoon remembers what it learned about the fruit it has already eaten.</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
2. 75% of the sensory part of the raccoon's brain is dedicated to processing touch. Explain how this is important for the survival of a raccoon.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Only 8% of the sensory part of a human's brain is dedicated to processing touch. Explain how senses other than touch are important for the survival of a human.

________________________________________________________________________

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________________________________________________________________________
### Day Three

#### English-Language Arts

**Daily Reading:**
- [ ] Independently Reread

**Reading Response:**
- [ ] Worksheet: Comparative and Superlative Adjectives

**Writing Assignment:**
- [ ] Writing Assignment: First Draft

#### Math

- [ ] Complete Review 1-3
- [ ] Complete Reteach 1-3

#### Science

- [ ] Complete “Day 3” section to review forces to overcome friction from quarter 2 in the science packet.
Instructions: Read the sentences below. In each sentence, find the comparative or superlative adjective and circle it. On the line, identify it by writing either comparative or superlative.

1. An antibiotic medicine kills most microbes, but the strongest often survive.  
   __________________________

2. Children’s and senior citizens’ immune systems are weaker than those of healthy adults.  
   __________________________

3. If a person stops taking antibiotics before finishing the full dose, the toughest microbes will live.  
   __________________________

4. Scientists keep trying to produce new antibiotics to fight microbes that are stronger than others.  
   __________________________

5. Smallpox was one of the deadliest diseases in the world at the time.  
   __________________________

6. Tiny protozoa are the simplest animals in the world.  
   __________________________

7. Viruses are even smaller than bacteria.  
   __________________________

8. Some organisms larger than protozoa use the protozoa for food.  
   __________________________

9. The microbes that survive will multiply and become even stronger microbes.  
   __________________________

10. When the microbes that survive multiply, they will be deadlier than ever before.  
    __________________________
OPINION

Use the editing marks to note errors and ways you can make your paragraph better.

- Capitalize a letter
- Change to lower case
- Add end mark
- Insert
- Delete
- Switch words or letters
- Fix spelling

Tip: Use a different color pen or pencil to edit your draft.

Paragraph Title: Use what you wrote in the organizing boxes to write your first draft.

Name
Date
1. Which place has the least value in 2,387?
   A) thousands place
   B) hundreds place
   C) tens place
   D) ones place

2. Which is 3,072 written in expanded form?
   A) 300 + 70 + 2
   B) 3,000 + 70 + 2
   C) 3,000 + 700 + 2
   D) 3,000 + 700 + 20

3. Which fraction is equivalent to \( \frac{6}{8} \)?
   A) \( \frac{4}{3} \)
   B) \( \frac{3}{4} \)
   C) \( \frac{2}{3} \)
   D) \( \frac{1}{2} \)

4. The model below shows a number. Select all the ways the number can be written.

   A) 2,069
   B) 2,000 + 60 + 9
   C) 300 + 60 + 9
   D) 269
   E) two hundred sixty-nine

5. The table shows the number of cars sold each month.

<table>
<thead>
<tr>
<th>Month</th>
<th>Cars Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>589</td>
</tr>
<tr>
<td>May</td>
<td>523</td>
</tr>
<tr>
<td>June</td>
<td>651</td>
</tr>
</tbody>
</table>

   How many more cars were sold in June than April?

6. Timothy's swim practice started at 2:45 P.M. and ended at 4:00 P.M. How long was his swim practice?

7. Stephanie had 22 marbles. She gave Maggie and Sam each 4 marbles. Explain how you can find how many marbles Stephanie has left.
Vocabulary

1. The **greater than symbol** (>) is used to show the number to the left of the symbol has a greater value than the number to the right of the symbol.

   Use the greater than symbol to compare 28 and 23.

2. The **less than symbol** (<) is used to show the number to the left of the symbol has a lesser value than the number to the right of the symbol.

   Use the less than symbol to compare 28 and 23.

Use the place-value chart to compare 263,961 and 265,340. Begin comparing at the left.

3. What is the value of the 2 in both numbers? the 6 in both numbers?

4. Which is the first place value in both numbers that has different digits?

5. The number with the greater digit in the is the greater number. Use the greater than symbol to compare the numbers.

Use the place-value chart to answer the questions.

6. Which is the greater number?

7. Which is the lesser number?

On the Back!

8. Write three comparisons using the numbers below.

   34,930  34,390  34,093
Day 3

4. PS2. B.1 Plan and conduct a fair test to compare and contrast the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).

A coach of a basketball wants to invest in new tennis shoes for his players. The shoes that the players are wearing now have worn off the treads and are very smooth on the bottoms. This caused the players to slide too much; therefore, the coach decided to test three different brands of tennis shoes. He decided to use a spring scale to pull the tennis shoes across the gym floor as shown in Figure 1.

![Figure 1: Tennis Shoe Test](image)

Each shoe that was tested had a different amount of treads (texture) on the bottom the shoes. See the images below to understand the differences in the bottoms of the 3 shoes he tested.

Shoe A

Shoe B

Shoe C

1. **Part A:** Identify the pair of shoes that will have the greatest reading on the spring scale.

2. **Part B:** Explain your reasoning to Part A.

The coach decided that he wanted shoes that didn’t stick too much, making it hard to move. He also didn’t want shoes that were too smooth, making his players slide too much.

2. **Part A:** Identify which pair of shoes the coach should pick

2. **Part B:** Explain your reasoning to Part A.
# Day Four

## English-Language Arts

**Daily Reading:**
- Independently Reread

**Reading Response:**
- Worksheet: Compound Words

**Writing Assignment:**
- Writing Assignment: Edit

## Math

- Complete Review 1-4
- Complete Reteach 1-4

## Science

- Complete “Day 4” section to review effects of force and mass on motion from quarter 2 in the science packet.
Instructions: Use the words in the box to create compound words that complete the sentences below. Refer to the book, *Microbes: Friend or Foe?*, to determine if the compound words are joined, separated, or hyphenated.

<table>
<thead>
<tr>
<th>blood</th>
<th>trouble</th>
<th>athlete's</th>
<th>pox</th>
<th>building</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>single</td>
<td>out</td>
<td>chicken</td>
<td>ring</td>
</tr>
<tr>
<td>break</td>
<td>door</td>
<td>worm</td>
<td>letting</td>
<td>body</td>
</tr>
<tr>
<td>system</td>
<td>celled</td>
<td>knob</td>
<td>immune</td>
<td>making</td>
</tr>
</tbody>
</table>

1. George Washington’s doctor did a treatment called ________________.

2. Cells all have important ________________ jobs to do.

3. We have natural defenses to keep out the ________________ microbes.

4. The ________________ knows the difference between good and bad microbes.

5. Bacteria are simple, ________________ organisms.

6. The flu, ________________, and the common cold are each caused by a virus.

7. ________________ causes a wormlike, red ring to appear on the skin.

8. ________________ attacks the bottom of the feet and area between the toes.

9. If a sick person touches a ________________ after he or she blows his or her nose, the microbes stay behind.

10. When a small group of people in the same place gets the same disease, it is called an ________________.
1. Which is twenty thousand, eight hundred twelve written with base-ten numerals?
   A  28,012  
   B  20,812  
   C  2,812  
   D  2,012

2. Pat drove 539 miles on a trip. What is the number of miles rounded to the nearest hundred?
   A  700 miles  
   B  600 miles  
   C  540 miles  
   D  500 miles

3. What is the perimeter of a square that is 3 inches on one side?
   A  15 inches  
   B  12 inches  
   C  9 inches  
   D  3 inches

4. Which of the shapes listed below can also be named a parallelogram? Select all that apply.
   - square
   - triangle
   - rectangle
   - rhombus
   - polygon

5. Which place value do you use to compare the numbers?
   145,525
   145,552

6. Use base-ten numerals to write the number shown by the model below.

7. Yul tossed a coin 10 times and recorded the results in the bar graph below.

   How many more times did the coin come up tails than heads?

8. Compare. Use <, >, or =.
   442,287  ( ) 442,628
**Vocabulary**

1. **Rounding** is a way to find which multiple of 10, 100, or 1,000, and so on, a number is closest to.

To round a number, find the place value to which the number will be rounded. Look at the digit to the right of the rounding place.

- If the digit to the right of the rounding place is less than 5, leave the rounding digit alone and change the digits to the right of the rounding place to zeros.
- If the digit to the right of the rounding place is 5 or greater, add 1 to the rounding place and change the digits to the right of the rounding place to zeros.

Round 7,249 to the nearest hundred.

- 7,249  4 < 5
- 7,249 rounded to the nearest hundred is 7,200.

Round 7,249 to the nearest ten.

- 7,249  9 > 5
- 7,249 rounded to the nearest ten is 7,250.

Round 392,153.

2. Which digit is in the ten thousands place?

3. To the right of the ten thousands place is the _______ place.

4. The digit in the thousands place is _______.

5. What is 392,153 rounded to the nearest ten thousand?

6. Round 392,153 to the nearest hundred thousand.

7. Round 392,153 to the nearest hundred.

**On the Back!**

8. Round 592,655 to the nearest hundred thousand, ten thousand, and thousand.

9. Write three numbers that round to 400.
Day 4

4.PS2.B.2 Predict how changes in either the amount of force applied to an object or the mass of the object affects the motion (speed and direction) of the object.

A student was playing catch by himself and grew tired of throwing the ball into the air. He decided to throw the ball with two different forces against a wall. During trial 1, he threw the ball at the wall with 10N of force. During trial 2, he threw the ball at the wall with 15N of force.

1. **Part A:** Which trial will most likely result in the ball bouncing off the wall and traveling a farther distance?

   **Part B:** Explain your reasoning in Part A.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

A student has a bowling ball and a basketball shown in Figure 1. The student rolled them both down a smooth floor.

**Figure 1: Bowling Ball and Basketball**

2. **Part A:** Which object will require the most amount of force to get the ball to start rolling?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   **Part B:** Explain your reasoning to Part A.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
<table>
<thead>
<tr>
<th>Day Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
</tr>
<tr>
<td>Daily Reading:</td>
</tr>
<tr>
<td>- Test</td>
</tr>
<tr>
<td>Writing Assignment:</td>
</tr>
<tr>
<td>- Final Draft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete Review 2-1</td>
</tr>
<tr>
<td>- Complete Review 2-1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete “Day 5” section to review speed and energy relationship from quarter 2 in the science packet.</td>
</tr>
</tbody>
</table>
Quick Check

Name _____________________________ Date ______________

Instructions: Read each question carefully and choose the best answer.

1. Which is a true statement?
   A. Microbes can cause dangerous diseases and be helpful to humans.
   B. We know slightly more about microbes now than we did when George Washington lived.
   C. Microbes are always dangerous, and scientists are working to wipe them out.
   D. Our natural defenses are able to keep all dangerous microbes out of our bodies.

2. Which of the following helps a human body defend against microbes?
   A. skin
   B. vaccines
   C. white blood cells
   D. all of the above

3. Which of the following is the best summary statement for the section titled “Fighting Microbes with Vaccines”?
   A. Vaccines are useful in helping extremely ill people recover from dangerous infections.
   B. Vaccines are able to prevent some infections by helping the body recognize dangerous microbes.
   C. Dr. Jenner discovered that a person who had already had cowpox didn’t get smallpox, a dangerous disease.
   D. Each year, many people get a flu shot, which is a vaccine used to prevent a common infection.

Quick Check continued on following page
4. What is an antibiotic?
   A a rapid spread of a disease around the world
   B a type of bacteria living in human cells
   C a medicine that attacks harmful microbes
   D a disease for which there is no known cure

5. How were cowpox and smallpox different from each other?
   A Cowpox spread in Italy, and smallpox spread in England.
   B Smallpox spread only in livestock, and cowpox spread among humans.
   C Cowpox was a mild disease, and smallpox killed thousands.
   D Smallpox had a cure, but cowpox did not.

6. Why do scientists keep trying to produce stronger antibiotics?
   A because people can take an antibiotic only one time
   B because all types of antibiotics can be produced only once
   C because stronger antibiotics are needed to fight stronger microbes that are forming
   D all of the above

7. What do bacteria and viruses have in common?
   A They both only live for twenty-four hours.
   B They both are the same size.
   C They both can cause serious infectious diseases.
   D They both are good and help our immune system.

8. Read this sentence: *The sick man contaminated the doorknob.*
   What does *contaminated* mean?
   A harmed
   B wiped clean
   C made sick
   D made dirty with germs

Quick Check continued on following page
9. Malaria is most often spread by _______.
   A) sneezing
   B) mosquito bites
   C) contaminated food
   D) all of the above

10. What might happen if a person sneezes on his or her hand, and then you shake that hand?
    A) Germs could get on your hand.
    B) You might get sick.
    C) You could pass the germs onto someone or something else.
    D) All of the above

11. **Extended Response:** What can you do to help prevent the spread of dangerous microbes?

12. **Extended Response:** Explain why the Centers for Disease Control and Prevention monitors diseases that occur outside the United States.
Main Comprehension Skill: Compare and Contrast

1. A Main Idea and Details
2. D Main Idea and Details
3. B Main Idea and Details
4. C Vocabulary
5. C Compare and Contrast
6. C Cause and Effect
7. C Compare and Contrast
8. D Vocabulary
9. B Cause and Effect
10. D Cause and Effect

11. Answers will vary but should include three of the following: cover your mouth and nose with a tissue when you cough or sneeze, wash hands often and for fifteen seconds, eat a balanced diet, get enough sleep each night, brush and floss your teeth.

12. Answers will vary. Example: The CDC monitors diseases occurring around the world because many citizens travel to other countries and can carry dangerous diseases from other countries into the United States, and the CDC wants to be prepared to prevent an outbreak.
Use your edited first draft to write your final draft.

Paragraph Title: ____________________________

[Blank lines for writing]

Did you:
- State your opinion in your topic sentence?
- Give 3 reasons that support your opinion, using facts, details, and examples?
- Include a closing sentence that restated your opinion or drew a conclusion?
- Use complete sentences?
- Use linking words to connect your points (such as: first, second, third, also, in addition, finally)?
- Use correct grammar, spelling, punctuation, and capitalization?

Write neatly?
1. Which comparison is true?
   A. 284,924 > 293,820
   B. 34,948 > 34,824
   C. 48,681 < 48,592
   D. 23,294 < 23,294

2. What is 692,041 rounded to the nearest hundred?
   A. 692,100
   B. 692,040
   C. 692,000
   D. 691,000

3. Which is fifty-eight thousand written using base-ten numerals?
   A. 580,000
   B. 58,000
   C. 5,800
   D. 580

4. For which numbers is the value of the first underlined digit ten times as great as the value of the second underlined digit? Select all that apply.
   - 343,434
   - 333,333
   - 303,030
   - 131,333
   - 102,201

5. Evan has a shell collection. On Monday, he found 6 new shells. On Tuesday, he gave 9 shells to his friends. After giving the shells away, Evan had 37 shells left. How many shells did Evan have to start?

6. Aretha reads 3 chapters of her book each day. How many days will it take Aretha to finish the book if it has 24 chapters? Write a number sentence to solve the problem.

7. What is 347,492 rounded to the nearest ten thousand?

8. Describe the relationship of the value of the 4 in the ten thousands place to the value of the 4 in the thousands place.

   344,682
Name ____________________________

**Vocabulary**

1. You can use **compensation**, a strategy that involves choosing numbers close to the actual numbers in a problem to make the computation easier, and then adjusting the answer for the numbers chosen, to find sums and differences.

   Use compensation to find $329 + 123$. Use compensation to find $260 - 17$.
   
   120 is easier to add than _______. 20 is easier to subtract than _______.
   
   $329 + _______ = 449$  
   
   Add 3 because _______ too few  
   
   3 because 3 too many were  
   
   were added to 329. subtracted from 260.
   
   $449 + _______ = _______ + _______ = 243$

2. Use compensation to find $4,215 - 3,194$.
   
   3,200 is easier to subtract than _______.
   
   $4,215 - _______ = 1,015$
   
   Since you subtracted 6 too many, add _______ to the difference.
   
   $1,015 + _______ = _______

3. Use compensation to find $42,396 + 31,112$.
   
   42,400 is easier to add than _______.
   
   _______ + _______ = _______.
   
   Since you added 4 too many, _______ from the sum.
   
   _______ = _______.

4. Use compensation to find $42,396 - 31,112$. Show all of your steps.

**On the Back!**

5. Use two 4-digit numbers to write and solve an addition or subtraction problem. Explain how to use compensation to find the sum or difference.
Day 5

4.PS3.A.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Table 1 shows the speeds of four cars: A, B, C, and D. The cars are traveling in four different lanes on the highway.

<table>
<thead>
<tr>
<th>Car</th>
<th>Speed (m/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25.9</td>
</tr>
<tr>
<td>B</td>
<td>28.6</td>
</tr>
<tr>
<td>C</td>
<td>26.8</td>
</tr>
<tr>
<td>D</td>
<td>28.2</td>
</tr>
</tbody>
</table>

1. List the cars in order from the car with the **most** energy to the car with the **least** energy.

2. Describe the relationship between speed and energy.

3. Give an example of how energy can be transferred from one object to another.
## Day Six

### English-Language Arts

**Daily Reading:***The Buffalo Soldiers***
- Fold the pages to create your pocket book
- Read Independently (you may choose to read it with someone or have it read to you, if needed)

**Reading Response:**
- Worksheet: Ask and Answer Questions

**Writing Assignment:**
- Writing Assignment: Brainstorm
  - Prompt: *Write a paragraph about a time when you felt particularly lucky or particularly unlucky*

### Math

- Complete Review 2-2
- Complete Reteach 2-2

### Science

- Complete “Day 6” section to review balanced and unbalanced forces from quarter 2 in the science packet.
Optional Additional Learning Activity

**Directions:** Supervise your child as s/he completes an activity and marks off the box. You must also initial the box each time your child finishes a task. Have fun!

<table>
<thead>
<tr>
<th>B I N G O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a non-fiction text</td>
</tr>
<tr>
<td>Read for 60 minutes</td>
</tr>
<tr>
<td>Make something from a recipe</td>
</tr>
<tr>
<td>Read about someone famous</td>
</tr>
<tr>
<td>Draw a picture of a scene from a chapter book you read</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Buffalo Soldiers' Legacy

People have not forgotten about the Buffalo Soldiers. Many books have been written about them. Monuments to them stand in Fort Leavenworth, Kansas, and El Paso, Texas.

History remembers the Buffalo Soldiers as tough men who took on tough jobs. Although they were often given poor equipment and supplies, they never let that stop them. In the face of racism, they fought to prove that they were good at their jobs. Their bravery and service are an important part of America's story.

The Buffalo Soldiers • Level W
After that war, between 1899 and 1904, the Buffalo Soldiers worked as park rangers, serving in Sequoia, Yosemite, and Kings Canyon National Parks in California. They built roads and trails, fought forest fires, and stopped people from hunting animals and stealing timber.

During World Wars I and II, the original cavalry and infantry units were disbanded and reorganized. The new regiments were still called Buffalo Soldiers, though, and were still led by white officers. They were kept separate from white soldiers until the Korean War (1950–1953). The army disbanded the last regiments of Buffalo Soldiers in 1951, and the troops were integrated into other units.

Table of Contents
A New Army ........................................ 4
The Original Buffalo Soldiers .................. 6
Out West ........................................... 8
The 9th and 10th Cavaleries Combine ........ 12
Later Service ...................................... 13
The Buffalo Soldiers' Legacy .................. 15
Glossary .......................................... 16

The Buffalo Soldiers • Level W

Opportunity:
... the U.S. Army presented black men with unique
opportunities. Too many black soldiers were
never properly trained or assigned to
positions where they could use their skills.

After the war, the Buffalo Soldiers
played a key role in the
Rosa Parks>
... Black soldiers have a long history in the U.S. Army...
The Original Buffalo Soldiers

The first black units formed in 1866 by the Army Reorganization Act were the 38th through 41st Infantry Regiments and the 9th and 10th Cavalry Regiments. Many historians consider the 10th to be the original Buffalo Soldiers.

First stationed at Fort Leavenworth, Kansas, the 10th Cavalry was commanded by Colonel Benjamin Grierson, a white man. Like the other black regiments, the 10th Cavalry faced many challenges. Many white soldiers and officers didn't think black soldiers should serve in the army. They gave the black soldiers old or lame horses as well as poor or damaged supplies. They gave them hot wool uniforms to wear in summer. During the winter, black soldiers were often wet and cold. The food they received was never as good as the food for white soldiers. If a white soldier stole from or hurt a black soldier, the white soldier often went free.

Some stories say the name came from the black soldiers' fierceness in such battles—fierceness like a cornered buffalo's. Another story says the name came from the black soldiers' hair being similar to the dark, wooly hair between a buffalo's horns.

Wherever the name came from, all the regiments of black soldiers soon adopted it. They knew that the buffalo was sacred to Native Americans, and only a respected enemy would be named for it. In time, they even added an image of the buffalo to their flag.

Word Wise

Infantry are made up of soldiers who fight on foot.

In the past, cavalries were made up of soldiers who rode horses. Today, cavalries are made up of soldiers in vehicles.

The Buffalo Soldiers • Level W

The Buffalo Soldiers may have been named for the buffalo totem they sometimes wore.

The 9th and 10th Cavalry: Come Back
Between 1866 and 1875, the 10th Cavalry was stationed in different places around Kansas and Indian Territory (now Oklahoma). It was during this time that they earned the name Buffalo Soldiers.

Historians differ on where the name actually came from. They agree that it came from Native Americans. Some say Comanches gave the 10th the name, while others say it was the Cheyennes.

One day in 1867, Captain George Armes and his men from the 10th Cavalry were following a trail along the Saline River when they were attacked by hundreds of Cheyenne warriors. They fought all day and into the next until Captain Armes led a charge that drove back the warriors. He later wrote that it was amazing both he and his men escaped with their lives. If it had not been for their toughness, Armes wrote, "not one of the command would have returned."

Colonel Grierson asked to have his unit moved to another fort. They were moved, but the treatment was much the same wherever they went.

Still, the 10th Cavalry and the other regiments of black soldiers continued to perform their duties. The regiments were often praised for their work and conduct. Black soldiers were much less likely to desert their units or cause trouble than many white soldiers.

The Buffalo Soldiers Level W
**Instructions:** In the first column, write what you already know about the Buffalo Soldiers. In the second column, write what you would like to learn. After you finish reading, fill in the third column with information you learned from reading the book and the fourth column with what you still want to know.

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>K</th>
<th>W</th>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I want to know</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I learned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What I still want to know</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Feeling Lucky

Write a paragraph about a time when you felt particularly lucky or particularly unlucky.

Remember:
You will need to narrate an event or experience using descriptions and details to tell the story.

Put a star next to ideas you think you will use. Put an X next to ideas you probably will not use.

Use the box to brainstorm all of your thoughts on this topic. You can make a list, use a mind map, or just write ideas as they come to you. Don’t worry about using complete sentences, correct spelling, or writing neatly.
1. Which is seven hundred eighty thousand, two hundred sixteen written using base-ten numerals?
   A 780,216
   B 708,216
   C 78,261
   D 78,216

2. The fourth-grade class sold 1,125 raffle tickets. The fifth-grade class sold 1,075 raffle tickets. How many raffle tickets did the classes sell in all?
   A 1,200 raffle tickets
   B 2,000 raffle tickets
   C 2,100 raffle tickets
   D 2,200 raffle tickets

3. Which time is shown on the clock?
   A 4:52
   B 4:12
   C 3:52
   D 3:12

4. What is 21,883 rounded to the nearest hundred?
   A 21,900
   B 21,800
   C 21,000
   D 20,000

5. Write 3,492 in expanded form.

6. Write thirty-four thousand, two hundred sixty-six using base-ten numerals.

7. On Thursday, 13,450 people attended a baseball game. Only 11,350 people attended the game on Friday. How many more people attended the game on Thursday than the game on Friday?

8. Is 123,000 — 112,000 greater than or less than 10,000? Explain how you can tell using mental math.
**Vocabulary**

1. An **estimate** is an approximate number or answer. An estimate is a multiple of ten that is close to a number. Some estimates for 34,218 are 34,220, 34,200, 34,000, and 30,000.

   Write an estimate for 62,341.

2. One way to estimate is to **round**. To round, first look at the digit to the right of the rounding place. If the digit is 5 or greater, add 1 to the digit in the rounding place. If the digit is less than 5, leave the digit in the rounding place alone.

   All the digits to the right of the rounding place become zeros.

   Round 54,792 to the nearest thousand.

The closer the estimated numbers are to their actual values, the more precise an estimated sum or difference will be.

3. Circle the estimated expression that will result in the more precise difference for 56,392 \(-\) 37,461.

   \[
   56,400 \text{ \(\text{\small \text{-}}\)} 37,500 \\
   56,000 \text{ \(\text{\small \text{-}}\)} 37,000
   \]

4. Round each addend to the nearest ten thousand, and then find the estimated sum.

   \[
   337,961 + 482,746 \\
   + \\
   =
   \]

5. Estimate the sum.

   \[
   97,991 + 102,489 \\
   + \\
   =
   \]

6. Estimate the difference.

   \[
   645,908 - 335,297 \\
   - \\
   =
   \]

**On the Back!**

7. Write an equation using two addends that, when rounded to the nearest thousand, result in a sum of 47,000. Explain how you chose the addends.
Day 6

4.PS2.A.2 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

A student notices that toy cars roll faster going downhill. She wonders if steeper hills make things go even faster. Her class builds a wooden ramp to investigate. They test how the height of the wooden ramp might change the speed of a toy car that has a mass of 31 grams. The investigation set up is shown in Figure 1. By measuring the length of the ramp with a ruler, and the time it takes the car to reach the end of the ramp with a stopwatch, the students calculate the speed of the car. The results of the investigation are shown in Table 1.

![Figure 1. Car on Ramp](image)

Table 1: Results of Investigation

<table>
<thead>
<tr>
<th>Ramp Height (cm)</th>
<th>Speed (cm/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>50</td>
<td>125</td>
</tr>
</tbody>
</table>

1. When the ramp is placed flat at a height of 0 centimeters, the car remains still. Provide an explanation for why this occurs.

2. Besides changing the angle of the ramp, describe another way the student could make the car travel faster down the ramp.

3. Thinking of your response in question 2. What observations and measurements would you make to prove that your method would make the car travel faster?
# Day Seven

## English-Language Arts

**Daily Reading:** *The Buffalo Soldiers*
- Independently reread

**Reading Response:**
- Worksheet: Sequence Events

**Writing Assignment:**
- Writing Assignment: Organize

## Math

- Complete Review 2-3
- Complete Reteach 2-3

## Science

- Complete "Day 7" section to review patterns to predict motion from quarter 2 in the science packet.
Instructions: List an important event in the history of the Buffalo Soldiers in each box in order.
Use your brainstorming ideas to organize your thoughts.

Paragraph Title: ____________________________

Beginning: ____________________________

Topic Sentence: ____________________________

Tell about the event or experience in order, using description and detail.

Middle: ____________________________

Introduce your topic and catch your reader’s attention.

End: ____________________________

Finish with a conclusion that wraps up the story.

Closing Sentence: ____________________________
1. The area of Alaska is about 571,000 square miles. The area of Texas is about 261,000 square miles. How many square miles greater is the area of Alaska?

A 300,000 square miles  
B 310,000 square miles  
C 311,000 square miles  
D 312,000 square miles

2. Which statement best describes the value of each 4 in 144,202?

A The value of the 4 in the ten thousands place is one hundred times as great as the value of the 4 in the thousands place.  
B The value of the 4 in the ten thousands place is ten times as great as the value of the 4 in the thousands place.  
C The value of the 4 in the thousands place is ten times as great as the value of the 4 in the ten thousands place.  
D The value of the 4 in the thousands place is one hundred times as great as the value of the 4 in the ten thousands place.

3. A newspaper sold 441,902 copies last week. The editor wants to round that number to the nearest ten thousand for a report. Which number should he use in the report?

A 400,000  
B 440,000  
C 441,900  
D 442,000

Use the table below for Exercises 4–7.

Volunteers took an online survey about their favorite animal.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion</td>
<td>1,216</td>
</tr>
<tr>
<td>Tiger</td>
<td>2,378</td>
</tr>
<tr>
<td>Monkey</td>
<td>1,192</td>
</tr>
<tr>
<td>Bear</td>
<td>1,139</td>
</tr>
</tbody>
</table>

4. Rounded to the nearest hundred, how many people voted for bears?

5. About how many people voted for lions and tigers? Explain.

6. How many more people voted for monkeys than for bears?

7. Write the number of people that voted for lions in expanded form and using number names.
**Vocabulary**

1. An **algorithm** is a set of steps used to solve a math problem. The algorithm to use when adding whole numbers is shown at the right.

   Use the steps to find the sum.  

   \[ \begin{array}{c}
   3 \ 4 \ 2 \ 2 \ 7 \\
   + 1 \ 2 \ 3 \ 2 \ 1 \\
   \hline
   \end{array} \]

   1. Add the ones. Regroup if needed.
   2. Add the tens. Regroup if needed.
   3. Add the hundreds. Regroup if needed.
   4. Add the thousands. Regroup if needed.
   5. Add the ten thousands. Regroup if needed.

2. Find 2,835 + 429.

   Write the addends. Align place values. Then use the algorithm to add.

   \[ \begin{array}{c}
   2 \ 8 \ 3 \ 5 \\
   + 4 \ 2 \ 9 \\
   \hline
   \end{array} \]

3. Estimate to check if your answer to Exercise 2 is reasonable. Is your answer close to your estimate?

4. Add 462,810 + 289,467.

   Write the addends. Align place values. Then use the algorithm to add.

   \[ \begin{array}{c}
   4 \ 6 \ 2 \ 8 \ 1 \ 0 \\
   + 2 \ 8 \ 9 \ 4 \ 6 \ 7 \\
   \hline
   \end{array} \]

5. Estimate to check if your answer to Exercise 4 is reasonable. Is your answer close to your estimate?

6. Find 1,567 + 302 + 984. Estimate to check.
Day 7

4. PS2.A.1 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

A student notices that toy cars move faster going downhill. She wonders if steeper hills make things move even faster. Her class builds a wooden ramp to investigate. They test how the height of the wooden ramp might change the speed of a toy car that has a mass of 31 grams. The investigation set up is shown in Figure 1. By measuring the length of the ramp with a ruler, and the time it takes the car to reach the end of the ramp with a stopwatch, the students calculate the speed of the car. The results of the investigation are shown in Table 1.

![Figure 1: Car on Ramp](image)

<table>
<thead>
<tr>
<th>Ramp Height (cm)</th>
<th>Speed (cm/s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>40</td>
<td>100</td>
</tr>
<tr>
<td>50</td>
<td>125</td>
</tr>
</tbody>
</table>

1. Use the data provided in Table 1 to graph the speed of the car at different ramp heights. Then, predict the speed of the car at a ramp height of 60 to 70 centimeters to complete the graph.

![Car Speed vs. Ramp Height](image)
# Day Eight

## English-Language Arts

**Daily Reading:** *The Buffalo Soldiers*
- Independently reread

**Reading Response:**
- Worksheet: Subject Verb Agreement

**Writing Assignment:**
- Writing Assignment: First Draft

## Math

- Complete Review 2-4
- Complete Reteach 2-4

## Science

- Complete “Day 8” section to review simple machines from quarter 2 in the science packet.
Skill: Subject-Verb Agreement

Many white soldiers and officers didn't think black soldiers should serve in the army.

The Buffalo Soldiers and settlers were attacked by the Plains Indians.

It was during that time that they earned the name Buffalo Soldiers.

In the Spanish-American War, the Buffalo Soldiers were considered tough.

Remember, remember that time that they attacked the land.
Skill: Subject-Verb Agreement

Instructions: Choose the correct verb for each sentence from the parentheses and write the word on the line.

1. Former soldiers, former slaves, and other black men (joined, joined) (joined, joined)

2. Although the Civil War ended slavery, black people still (faced, faced) discrimination.

3. Outlaws often (robbed, robs) banks and stagecoaches.

4. The United States (pushed, pushed) Native Americans off the lands.

5. The government did not (keep, keeps) its promise.

Name
Use what you wrote in the organizing boxes to write your first draft.

Paragraph Title: 

Use the editing marks to note errors and ways you can make your paragraph better.

Tip: Use a different color pen or pencil to edit your draft.

- Fix spelling
- Switch words or letters
- Delete
- Insert
- Add and mark
- Change to lower case
- Capitalize a letter

Date
Name
1. Paula’s family sells lemonade at county fairs during the summer. The table below shows the number of cups of lemonade they sold each month.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Cups Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>410</td>
</tr>
<tr>
<td>June</td>
<td>1,438</td>
</tr>
<tr>
<td>July</td>
<td>4,899</td>
</tr>
<tr>
<td>August</td>
<td>2,145</td>
</tr>
</tbody>
</table>

What was the total number of cups Paula’s family sold?

A. 8,453 cups  
B. 8,763 cups  
C. 8,882 cups  
D. 8,892 cups

4. A surveyor records the number of cars in a shopping center parking lot for three days. 1,398 cars parked in the lot the first day, 2,723 cars parked in the lot the second day, and 1,384 cars parked in the lot the third day. How many cars parked in the lot all three days?

5. Explain how to use mental math to add $1,037 + 1,033$.

2. What is 12,389 rounded to the nearest hundred?

A. 12,000  
B. 12,300  
C. 12,390  
D. 12,400

3. Estimate the difference by rounding to the nearest thousand.

$35,792 - 24,702$

A. About 12,000  
B. About 11,000  
C. About 10,000  
D. About 9,000

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

$34,929$  
$34,919$

7. Write 249,958 in expanded form.
Vocabulary

1. Addition and subtraction have an inverse relationship. Operations that undo each other are **inverse operations**.

   Subtract. Then use addition to check your answer.
   
   \[
   \begin{array}{c}
   \text{81013} \\
   \text{57913} \\
   \text{37465} \\
   \text{20468} \\
   \text{+ 20468} \\
   \hline
   \text{37465} \\
   \end{array}
   \]

2. Write \(82,571 - 59,347\) aligning the digits by place value.
   Then solve.
   
   \[
   \begin{array}{c}
   \text{82,571} \\
   \text{59,347} \\
   \hline
   \text{23,224} \\
   \end{array}
   \]

3. Estimate the difference in Exercise 2.
   \[80,000 - \_ = \_\]

4. Is your answer to Exercise 2 reasonable? Explain.

5. What is another way to check your answer?

6. Use addition to check if your answer is reasonable.
   
   \[
   \begin{array}{c}
   \text{81013} \\
   \text{57913} \\
   \text{37465} \\
   \text{20468} \\
   \text{+ 20468} \\
   \hline
   \text{37465} \\
   \end{array}
   \]

On the Back!

7. Find \(795,362 - 469,989\). Show two ways to check your answer.
Day 8

4.PS3.C.1 Use models to explain that simple machines change the amount of effort force and/or direction of force.

1.

Part A: The simple machine above makes work easier. What type of simple machine is pictured above?

Part B: Describe how this machine makes work easier.

2.

Part A: Identify the types of simple machines in a pair of scissors.

Part B: Revise the model above to label the simple machines identified in Part A.
Lifting a bale of hay is not an easy task. Farmer John wanted to store the hay in the loft of his barn but he could not budge the bale. He consulted the high school’s science teacher for help. She suggested a simple machine. Farmer John’s options included an inclined plane, a pulley, and a lever.

3. **Part A:** If he had to lift the bale of hay to a height of 15ft, which would be the most practical solution, requiring the least effort force?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**Part B:** Explain your answer to Part A.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
**Day Nine**

**English-Language Arts**

**Daily Reading:** *The Buffalo Soldiers*
- Independently reread

**Reading Response:**
- Worksheet: Compound Words

**Writing Assignment:**
- Writing Assignment: Edit

---

**Math**

- Complete Review 2-5
- Complete Reteach 2-5

---

**Science**

- Complete “Day 9” section to review rock layers and solutions to Earth process from quarter 3 in the science packet.
Instructions: Match words from the left-hand column with words from the right-hand column to create compound words. Then, write the compound words you created on the lines at the bottom of the page.

| stage | South | Civil | out | U.S. | United | Native | Northern | sand | Great | Peace | sun | national | park | Buffalo | War | Americans |
| parks | rangers | Soldiers | time | coach | Union | Plains | rise | Army | Jaws | west | States | hills | War | Americans |
1. Which number is thirty-two thousand, four hundred eight written with base-ten numerals?
   - A 32,480
   - B 32,408
   - C 30,248
   - D 30,240

2. The Canines sold 4,038 tickets to their soccer game. The Felines sold 6,224 tickets to their game. How many more tickets did the Felines sell than the Canines?
   - A 2,186 tickets
   - B 2,196 tickets
   - C 2,286 tickets
   - D 10,262 tickets

3. Alvin rounded 336,457 to 340,000. To what place did Alvin round the number?
   - A Tens
   - B Hundreds
   - C Thousands
   - D Ten thousands

4. Which sum or difference is equal to 12,492? Select all that apply.
   - [ ] 8,572 + 3,920
   - [ ] 7,279 + 5,203
   - [ ] 4,100 + 8,392
   - [ ] 15,728 − 3,246
   - [ ] 19,412 − 6,920

5. Norman answered the following question below.
   Lilith brought 20 cans to the food drive. Marcus brought 7 cans to the food drive. If Paulina brought 8 more cans than Lilith and Marcus combined, how many cans did Paulina bring?
   
   Paulina's Donation = ? cans
   
   \[
   \begin{array}{ccc}
   20 & 7 & 8 \\
   \end{array}
   \]
   
   \[20 + 7 + 8 = 35\]
   
   So, Paulina brought 35 cans to the food drive.
   Did Norman answer the question correctly? Is his work correct? Explain.
Vocabulary

1. **Regrouping** is used to name a whole number in a different way. Regroup to complete each statement.
   
   1 ten = ... ones
   1 hundred = ... tens
   2 tens, 2 ones = 1 ten, ... ones
   3 hundreds, 6 tens = 2 hundreds, ... tens.


   Write the problem vertically, and use the algorithm to find the difference.
   
   1. Subtract the ones. Regroup.
      
      2 tens = 1 ten, ... ones
   2. Subtract the tens.
   3. Subtract the hundreds.
   4. Subtract the thousands. Regroup.
      
      3 ten thousands = ... ten thousands, 10 thousands


   Write the problem vertically, and use the algorithm to find the difference.

   4. Subtract 78,305 − 56,419. Use addition to check your answer.
A scientist observes layers of sedimentary rock on a cliff. The layers of sedimentary rock contain fossils. The scientist makes a drawing of the observations.

The scientist’s drawing is shown:

1. a. **Part A:** Identify the older layer of rock on the cliff.

   _____________________________________________

   b. **Part B:** Use evidence from the drawing to explain your answer to Part A.

   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
A seawall is designed to protect cities from the effects of a hurricane. A student developed two seawall models to possibly reduce the impacts of a hurricane on a nearby city.

Which pair of statements identifies the model that would be most effective at decreasing the impacts of a hurricane and explains why?

a. Model Y would be most effective. The seawall would stop wind from directly hitting the buildings in the city.

b. Model Y would be most effective. The seawall would reduce the amount of ocean water that could rise up and flood the city.

c. Model X would be most effective. The wind channels would allow water to flow through the seawall and decrease wave action.

d. Model X would be most effective. The wind channels would allow wind to flow through the seawall and reduce the amount of water that could flood the city.
## Day Ten

### English-Language Arts

**Daily Reading:** *The Buffalo Soldiers*
- Test

**Writing Assignment:**
- Writing Assignment: Final

### Math

- Complete Review 2-6
- Complete Reteach 2-6

### Science

- Complete "Day 10" section to review maps of Earth's features and natural Earth processes from quarter 1 in the science packet.
Quick Check

The Buffalo Soldiers

Name _____________________________ Date ___________

Instructions: Read each question carefully and choose the best answer.

1. What is the most likely reason the author wrote *The Buffalo Soldiers*?
   A to entertain the reader with folktales about the Buffalo Soldiers
   B to inform the reader about the history of Native Americans
   C to persuade the reader to visit historical sites in the Southwest
   D to inform the reader about the history and influence of the Buffalo Soldiers

2. Which of the following events happened first?
   A The 10th Cavalry was stationed in different places around Kansas and Indian Territory.
   B The U.S. government tried to force Apache tribes to move to reservations in Arizona.
   C The Buffalo Soldiers fought in the Spanish-American War.
   D The army paid black soldiers the same as white soldiers.

3. Which of the following is not a reason many black men joined the army after the Civil War?
   A There was an opportunity to learn to read and write.
   B It was hard to find work.
   C They were given land after they served.
   D The army provided food, shelter, and opportunity.

4. Colonel Benjamin Grierson was unusual because ________.
   A he refused to fight the Native Americans
   B he agreed to lead a regiment of black soldiers
   C he did not want to be paid for his services
   D all of the above

Quick Check continued on following page
5. What was the effect of the U.S. government taking land from the Native Americans?
   A Native Americans were forced to live on poorer land.
   B Regiments of black soldiers were ordered to protect towns and supplies.
   C Some tribes became angry and began taking back land.
   D All of the above

6. The word opportunity means ________.
   A to lose something
   B a chance to do something
   C to do something over again
   D to forget something

7. The black soldiers were given the name Buffalo Soldiers by ________.
   A former slave owners
   B Colonel Benjamin Grierson
   C a regiment of white soldiers
   D the Native Americans

8. The word regiment means ________.
   A a military unit made of two or more large groups of soldiers
   B a small group of soldiers who ride horses
   C a group of soldiers who fight on foot
   D a group of soldiers stationed in the Southwest

9. White and black soldiers were kept separate until ________.
   A the Civil War
   B the Korean War
   C the Spanish-American War
   D World War I
10. What was the main reason why the 10th Cavalry was sent to Texas?

A. The government needed people to work in the national parks.
B. The government no longer needed the 10th Cavalry.
C. The government was trying to force the Apache tribes to move to a reservation.
D. The government combined the 10th Cavalry with the 11th Cavalry.

11. **Extended Response:** In what ways were the Buffalo Soldiers treated differently from white soldiers? Why do you think this was so?

12. **Extended Response:** What caused the Native Americans to attack soldiers and settlers?
1. □ Author’s Purpose
2. □ Sequence Events
3. □ Main Idea and Details
4. □ Make Inferences / Draw Conclusions
5. □ Cause and Effect
6. □ Vocabulary
7. □ Main Idea and Details
8. □ Vocabulary
9. □ Sequence Events
10. □ Cause and Effect

11. Students should make reference to the fact that black soldiers were given old or lame horses, poor or damaged supplies, and their food was not as good as the food given to white soldiers. Additionally, if a white soldier stole from or hurt a black soldier, the white soldier often went free. Students should explain that although black soldiers were allowed to join the army, discrimination was still prevalent.

12. Students should explain that the U.S. government forced tribes off the land they lived on for thousands of years. The government often promised the tribes supplies and land but often did not follow through. Many Native Americans were forced to live on poor land called reservations. The Native Americans fought the soldiers and the settlers trying to reclaim their homeland.
NARRATIVE

Did you...

- Introduce your experience or event?
- Tell about the event or experience in order using description and detail?
- Include a closing sentence that wrapped up your story?
- Use complete sentences?
- Use linking words to connect your ideas (such as: first, then, after that, next, finally)?
- Use correct grammar, spelling, punctuation, and capitalization?
- Write neatly?

Use your edited first draft to write your final draft.
1. A florist delivered 1,024 flowers during the month of May and 548 flowers during the month of June. How many flowers did the florist deliver during the two months?
   A 1,572 flowers  
   B 1,570 flowers  
   C 1,562 flowers  
   D 1,524 flowers

2. Which is the difference of 45,026 – 13,492?
   A 31,534  
   B 31,543  
   C 32,534  
   D 32,543

3. For which number is the value of the digit in the hundred thousands place ten times as great as the value of the digit in the ten thousands place?
   A 242,455  
   B 224,455  
   C 212,553  
   D 202,222

4. Bay City has a population of 49,542. What is Bay City’s population rounded to the nearest thousand?
   A 49,000  
   B 49,542  
   C 50,000  
   D 60,000

5. During a book drive, one charity group donated 3,402 books. Another charity group donated 3,420 books. Complete the comparison. Write >, =, or <.
   3,402 ( ) 3,420

6. At its farthest point, the moon is 252,088 miles away from Earth. Jillene said the moon is about 250,000 miles away from Earth. To what place did Jillene round the distance?

7. A local library has two floors. The library has a total of 15,293 books. There are 5,392 books on the first floor. Draw a bar diagram and find how many books are on the second floor.

8. Write eighty-six thousand, two hundred eleven using base-ten numerals.
**Vocabulary**

1. An **equation** is a number sentence that uses the equal sign (\(=\)) to show that two expressions have the same value.
   
   Write an equation to show \(32,947 + 17,374\) and the sum.

\[
\begin{align*}
32,947 & \quad + \\
17,374 & \quad = \\
\end{align*}
\]

2. A **variable** is a symbol or letter that stands for a number. Identify the variable in the equation \(102,832 + p = 270,013\).

Use Exercises 3–5 to answer the question.

Gary and Leona traveled a total of 72,648 miles last year on business. Gary traveled 43,975 miles. How many miles did Leona travel?

3. What quantities are given in the problem, and what do the numbers mean?

4. Complete the bar diagram to show how to find, \(t\), the number of miles Leona traveled.

\[
\begin{array}{c}
\hline
\hline
\hline
\hline
\hline
\end{array}
\]

\[
\begin{array}{c}
\hline
\hline
\hline
\hline
\hline
\end{array}
\]

5. Write and solve an equation to answer the question.

**On the Back!**

6. Wyoming has a land area of 93,140 square miles. Oregon has a land area 2,856 square miles greater than Wyoming. What is the land area of Oregon? Draw a bar diagram, and write and solve an equation for the bar diagram.
Day 10

4.ESS2.B.1 Analyze and interpret data from maps to describe patterns of Earth’s features.

Analyze the data found in the table below showing earthquakes in Indonesia.

<table>
<thead>
<tr>
<th>Landform</th>
<th>Area</th>
<th>Date</th>
<th>Magnitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains</td>
<td>Indonesia</td>
<td>March 3, 2019</td>
<td>4.9</td>
</tr>
<tr>
<td>Mountains</td>
<td>Indonesia</td>
<td>March 4, 2019</td>
<td>4.8</td>
</tr>
<tr>
<td>Edge of an island</td>
<td>Indonesia</td>
<td>March 6, 2019</td>
<td>4.6</td>
</tr>
<tr>
<td>Ocean</td>
<td>Indonesia</td>
<td>March 7, 2019</td>
<td>5.1</td>
</tr>
<tr>
<td>Ocean</td>
<td>Indonesia</td>
<td>March 8, 2019</td>
<td>5.1</td>
</tr>
<tr>
<td>Ocean</td>
<td>Indonesia</td>
<td>March 9, 2019</td>
<td>5.2</td>
</tr>
</tbody>
</table>

1. What information can be concluded after analyzing the table?
Students in the 4th grade want to investigate erosion along the local creek in their town. They wanted to know if grass, rocks, or soil eroded more with water. Figure 1 shows the setup of the investigation and Table 1 shows the results of the investigation.

![Figure 1: Erosion Set Up](image)

<table>
<thead>
<tr>
<th>Material</th>
<th>Amount of Water Poured (mL)</th>
<th>Amount of Water Collected (mL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grass</td>
<td>709.8</td>
<td>295.7</td>
</tr>
<tr>
<td>Rock</td>
<td>473.2</td>
<td>236.6</td>
</tr>
<tr>
<td>Soil</td>
<td>236.6</td>
<td>88.7</td>
</tr>
</tbody>
</table>

After performing their investigation, the students decided grass eroded more with water and soil.

1. Did the 4th grade students construct a fair test to determine which eroded more? Explain your answer.