

GRADE 4

Mathematics - Grade K-8

Please try to engage in one Sprint (that includes sides A and B) and complete at least one application problem each day. The directions for the Sprints are included in the packet. The directions for completing applications problems, have students complete at least one each day and explain, in writing, how they got their answer.

Grades 3-6 Reading

Included in this package for Reading are worksheets to help you with your writing, ideas for daily journal writing, reading passages with comprehension questions and worksheets to help you learn or practice cursive writing. Please try to spend 15-20 minutes daily practicing your writing skills.

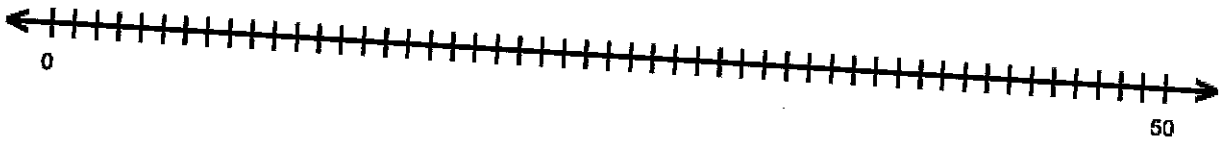
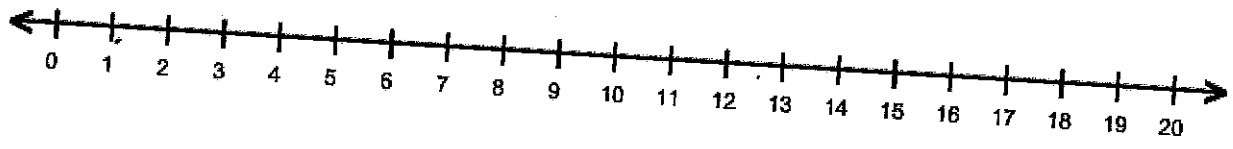
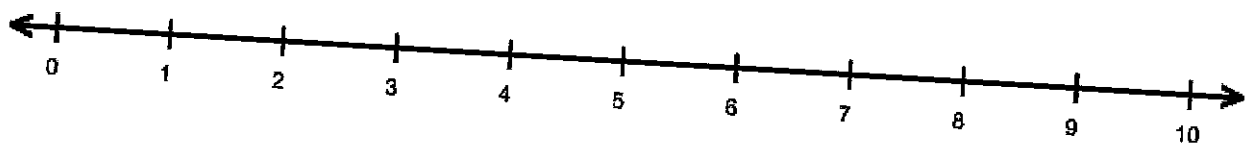
Suggestions for Math Sprints for Students with Disabilities

- Reduce the number of problems that a student does in one day.
 - For example, have the student do Side A-Column 1 on one day and complete Side A-Column 2 on another day.
 - Use the same method for the Side B problems
 - Fold the paper in half so that only the column that child is working on is displayed
- Extend the time for sprints.
 - For example, if the sprint says complete the sprint in 60 seconds, give the student 2 minutes to complete the sprint

Suggestions for Application Problems for Students with Disabilities

- For the application problems, students can use number lines, number charts, place value charts, blank paper (for drawing pictures), blank number bonds charts.
 - Use items from around the house (paper clips, coins, buttons, etc.) as math manipulatives when trying to solve math word problems.

NUMBER LINE



TIMES TABLES REFERENCE CHART

1 Times Table	2 Times Table	3 Times Table	4 Times Table
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48
5 Times Table	6 Times Table	7 Times Table	8 Times Table
5 x 1 = 5	6 x 1 = 6	7 x 1 = 7	8 x 1 = 8
5 x 2 = 10	6 x 2 = 12	7 x 2 = 14	8 x 2 = 16
5 x 3 = 15	6 x 3 = 18	7 x 3 = 21	8 x 3 = 24
5 x 4 = 20	6 x 4 = 24	7 x 4 = 28	8 x 4 = 32
5 x 5 = 25	6 x 5 = 30	7 x 5 = 35	8 x 5 = 40
5 x 6 = 30	6 x 6 = 36	7 x 6 = 42	8 x 6 = 48
5 x 7 = 35	6 x 7 = 42	7 x 7 = 49	8 x 7 = 56
5 x 8 = 40	6 x 8 = 48	7 x 8 = 56	8 x 8 = 64
5 x 9 = 45	6 x 9 = 54	7 x 9 = 63	8 x 9 = 72
5 x 10 = 50	6 x 10 = 60	7 x 10 = 70	8 x 10 = 80
5 x 11 = 55	6 x 11 = 66	7 x 11 = 77	8 x 11 = 88
5 x 12 = 60	6 x 12 = 72	7 x 12 = 84	8 x 12 = 96
9 Times Table	10 Times Table	11 Times Table	12 Times Table
9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144




GRADE 4 MODULE 1-4 APPLICATION PROBLEMS

10	The post office sold 204,789 stamps last week and 93,061 stamps this week. About how many more stamps did the post office sell last week than this week? Explain how you got your answer.
11	Meredith kept track of the calories she consumed for 3 weeks. The first week, she consumed 12,490 calories, the second week 14,295 calories, and the third week 11,116 calories. About how many calories did Meredith consume altogether? Which of these estimates will produce a more accurate answer: rounding to the nearest thousand or rounding to the nearest ten thousand?
12	The basketball team raised a total of \$154,694 in September and \$29,987 more in October than in September. How much money did they raise in October? Draw a tape diagram and write your answer in a complete sentence.
13	Jennifer texted 5,849 times in January. In February, she texted 1,263 more times than she did in January. What was the total number of texts that Jennifer sent in the two months combined? Explain how you would check the reasonableness of your answer.
14	In one year, the animal shelter bought 25,460 pounds of dog food. That amount was 10 times the amount of cat food purchased in the month of July. How much cat food was purchased in July? Bonus: If the cats ate 1,462 pounds of the cat food, how much cat food was left?
15	When the amusement park opened, the number on the counter at the gate read 928,614. At the end of the day, the counter read 931,682. How many people went through the gate that day?
16	For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games. How many tickets were sold for Sunday's games?
17	A bakery used 12,674 kg of flour. Of that, 1,802 kg was whole wheat and 888 kg was rice flour. The rest was all-purpose flour. How much all-purpose flour did they use? Solve and check the reasonableness of your answer.
18	In all, 30,436 people went skiing in February and January. 16,009 went skiing in February. How many fewer people went skiing in February than in February?
19	For Jordan to get to his grandparents' house, he has to travel through Albany and Plattsburgh. From Jordan's house to Albany is 189 miles. From Albany to Plattsburgh is 161 miles. If the total distance of the trip is 508 miles, how far from Plattsburgh do Jordan's grandparents live?

GRADE 4 MODULE 1-4 APPLICATION PROBLEMS

4	Samantha received an allowance of \$3 every week. By babysitting, she earned \$30 every week. How much money did Samantha have in four weeks combining her allowance and her babysitting?
6	There are 400 children at Park Elementary School. Park High School has 4 times as many students. a. How many students in all attend both schools? b. Lane High School has 5 times as many students as Park Elementary. How many more students attend Lane High School than Park High School?
Lesson	Problem (Explain how you arrived at your answer.)
7	The basketball team is selling t-shirts for \$9 each. On Monday, they sell 4 t-shirts. On Tuesday, they sell 5 times as many t-shirts as on Monday. How much money did the team earn altogether on Monday and Tuesday?
8	Andre bought a stamp to mail a letter that cost 46 cents. He also mailed a package that cost 5 times as much as a stamp. How much did it cost to mail the package and the letter?
9	Calculate the total amount of milk in three cartons if each carton contains 236 mL of milk.
10	The principal wants to buy 8 pencils for every student at her school. If there are 859 students, how many pencils does the principal need to buy?
11	<div style="text-align: center;"> </div> <p>Write an equation for the area of each rectangle. Then find the sum of the two areas. Bonus: Find a faster method for finding the area of the combined rectangles.</p>
14	Tyler planted potatoes, oats, and corn. There were 23 acres planted with potatoes. There were 3 times as many acres planted with oats as potatoes and 4 times as many acres planted with corn as oats. How many acres did he plant with potatoes, oats, and corn in all?

GRADE 4 MODULE 1-4 APPLICATION PROBLEMS

3	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>A</p>  <p>B</p> </div> <div style="text-align: center;"> <p>C</p>  <p>D</p> </div> <div style="text-align: center;"> <p>E</p>  <p>F</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Use a straight edge to draw and label AB, CD and EF as modeled. • Estimate to draw point X halfway up AB. • Estimate point Y halfway up CD. • Draw horizontal line segment XY. What word did you write? • Erase segment XY. Draw segment CE. What word did you draw? </div>
4	<p>Look at the letters below.</p> <ul style="list-style-type: none"> • Can you find lines that are perpendicular? • Can you find acute angles? • Can you find obtuse angles? • How many can you find in each letter? <div style="text-align: center; font-size: 2em; font-weight: bold; margin-top: 20px;"> R E A L </div>
Lesson	Problem
8	<p>Draw a series of clocks that show 12:00, 3:00, 6:00, and 9:00. Use an arc to identify an angle and estimate the angle created by both hands on the clock.</p>
9	<p>List times on the clock in which the angle between the hour and minute hands is 90°. Use a student clock, watch, or real clock.</p> <p>Stay alert for this misconception: Why don't the hands at 3:30 form a 90° angle as expected?</p>

A

Correct _____

Multiply or divide.

1	$2 \times 10 =$		23	$\underline{\quad} \times 10 = 100$	
2	$3 \times 10 =$		24	$\underline{\quad} \times 10 = 20$	
3	$4 \times 10 =$		25	$\underline{\quad} \times 10 = 30$	
4	$5 \times 10 =$		26	$100 \div 10 =$	
5	$1 \times 10 =$		27	$50 \div 10 =$	
6	$20 \div 10 =$		28	$10 \div 10 =$	
7	$30 \div 10 =$		29	$20 \div 10 =$	
8	$50 \div 10 =$		30	$30 \div 10 =$	
9	$10 \div 10 =$		31	$\underline{\quad} \times 10 = 60$	
10	$40 \div 10 =$		32	$\underline{\quad} \times 10 = 70$	
11	$6 \times 10 =$		33	$\underline{\quad} \times 10 = 90$	
12	$7 \times 10 =$		34	$\underline{\quad} \times 10 = 80$	
13	$8 \times 10 =$		35	$70 \div 10 =$	
14	$9 \times 10 =$		36	$90 \div 10 =$	
15	$10 \times 10 =$		37	$60 \div 10 =$	
16	$80 \div 10 =$		38	$80 \div 10 =$	
17	$70 \div 10 =$		39	$11 \times 10 =$	
18	$90 \div 10 =$		40	$110 \div 10 =$	
19	$60 \div 10 =$		41	$30 \div 10 =$	
20	$100 \div 10 =$		42	$120 \div 10 =$	
21	$\underline{\quad} \times 10 = 50$		43	$14 \times 10 =$	
22	$\underline{\quad} \times 10 = 10$		44	$140 \div 10 =$	

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Lesson 1: Interpret a multiplication equation as a comparison.
Date: 5/26/14



1.A.8

A

Multiply.

Correct _____

1	$1 \times 3 =$		23	$10 \times 3 =$	
2	$3 \times 1 =$		24	$9 \times 3 =$	
3	$2 \times 3 =$		25	$4 \times 3 =$	
4	$3 \times 2 =$		26	$8 \times 3 =$	
5	$3 \times 3 =$		27	$5 \times 3 =$	
6	$4 \times 3 =$		28	$7 \times 3 =$	
7	$3 \times 4 =$		29	$6 \times 3 =$	
8	$5 \times 3 =$		30	$3 \times 10 =$	
9	$3 \times 5 =$		31	$3 \times 5 =$	
10	$6 \times 3 =$		32	$3 \times 6 =$	
11	$3 \times 6 =$		33	$3 \times 1 =$	
12	$7 \times 3 =$		34	$3 \times 9 =$	
13	$3 \times 7 =$		35	$3 \times 4 =$	
14	$8 \times 3 =$		36	$3 \times 3 =$	
15	$3 \times 8 =$		37	$3 \times 2 =$	
16	$9 \times 3 =$		38	$3 \times 7 =$	
17	$3 \times 9 =$		39	$3 \times 8 =$	
18	$10 \times 3 =$		40	$11 \times 3 =$	
19	$3 \times 10 =$		41	$3 \times 11 =$	
20	$3 \times 3 =$		42	$12 \times 3 =$	
21	$1 \times 3 =$		43	$3 \times 13 =$	
22	$2 \times 3 =$		44	$13 \times 3 =$	

A

Correct _____

Multiply.

1	$1 \times 4 =$		23	$10 \times 4 =$	
2	$4 \times 1 =$		24	$9 \times 4 =$	
3	$2 \times 4 =$		25	$4 \times 4 =$	
4	$4 \times 2 =$		26	$8 \times 4 =$	
5	$3 \times 4 =$		27	$4 \times 3 =$	
6	$4 \times 3 =$		28	$7 \times 4 =$	
7	$4 \times 4 =$		29	$6 \times 4 =$	
8	$5 \times 4 =$		30	$4 \times 10 =$	
9	$4 \times 5 =$		31	$4 \times 5 =$	
10	$6 \times 4 =$		32	$4 \times 6 =$	
11	$4 \times 6 =$		33	$4 \times 1 =$	
12	$7 \times 4 =$		34	$4 \times 9 =$	
13	$4 \times 7 =$		35	$4 \times 4 =$	
14	$8 \times 4 =$		36	$4 \times 3 =$	
15	$4 \times 8 =$		37	$4 \times 2 =$	
16	$9 \times 4 =$		38	$4 \times 7 =$	
17	$4 \times 9 =$		39	$4 \times 8 =$	
18	$10 \times 4 =$		40	$11 \times 4 =$	
19	$4 \times 10 =$		41	$4 \times 11 =$	
20	$4 \times 3 =$		42	$12 \times 4 =$	
21	$1 \times 4 =$		43	$4 \times 12 =$	
22	$2 \times 4 =$		44	$13 \times 4 =$	

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Lesson 5:

Compare numbers based on meanings of the digits using $>$, $<$, or $=$ to record the comparison.

Date:

8/19/14



1.B.7

A

Find the midpoint.

Correct _____

1	0	10	23	6000	7000
2	0	100	24	600	700
3	0	1000	25	60	70
4	10	20	26	260	270
5	100	200	27	9260	9270
6	1000	2000	28	80	90
7	30	40	29	90	100
8	300	400	30	990	1000
9	400	500	31	9990	10,000
10	20	30	32	440	450
11	30	40	33	8300	8400
12	40	50	34	680	690
13	50	60	35	9400	9500
14	500	600	36	3900	4000
15	5000	6000	37	2450	2460
16	200	300	38	7080	7090
17	300	400	39	3200	3210
18	700	800	40	8630	8640
19	5700	5800	41	8190	8200
20	70	80	42	2510	2520
21	670	680	43	4890	4900
22	6700	6800	44	6660	6670

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Lesson 8:

Round multi-digit numbers to any place value using the vertical number line.

Date:

5/26/14



1.G.17

A

Correct _____

Round to the nearest ten thousand.

1	21,000 ≈		23	185,000 ≈	
2	31,000 ≈		24	85,000 ≈	
3	41,000 ≈		25	95,000 ≈	
4	541,000 ≈		26	97,000 ≈	
5	49,000 ≈		27	98,000 ≈	
6	59,000 ≈		28	198,000 ≈	
7	69,000 ≈		29	798,000 ≈	
8	369,000 ≈		30	31,200 ≈	
9	62,000 ≈		31	49,300 ≈	
10	712,000 ≈		32	649,300 ≈	
11	28,000 ≈		33	64,520 ≈	
12	37,000 ≈		34	164,520 ≈	
13	137,000 ≈		35	17,742 ≈	
14	44,000 ≈		36	917,742 ≈	
15	56,000 ≈		37	38,396 ≈	
16	456,000 ≈		38	64,501 ≈	
17	15,000 ≈		39	703,280 ≈	
18	25,000 ≈		40	239,500 ≈	
19	35,000 ≈		41	708,170 ≈	
20	235,000 ≈		42	188,631 ≈	
21	75,000 ≈		43	777,499 ≈	
22	175,000 ≈		44	444,919 ≈	

A

Correct _____

Write in centimeters.

1	2 m =	cm	23	1 m 2 cm =	cm
2	3 m =	cm	24	1 m 3 cm =	cm
3	4 m =	cm	25	1 m 4 cm =	cm
4	9 m =	cm	26	1 m 7 cm =	cm
5	1 m =	cm	27	2 m 7 cm =	cm
6	7 m =	cm	28	3 m 7 cm =	cm
7	5 m =	cm	29	8 m 7 cm =	cm
8	8 m =	cm	30	8 m 4 cm =	cm
9	6 m =	cm	31	4 m 9 cm =	cm
10	1 m 20 cm =	cm	32	6 m 8 cm =	cm
11	1 m 30 cm =	cm	33	9 m 3 cm =	cm
12	1 m 40 cm =	cm	34	2 m 60 cm =	cm
13	1 m 90 cm =	cm	35	3 m 75 cm =	cm
14	1 m 95 cm =	cm	36	6 m 33 cm =	cm
15	1 m 85 cm =	cm	37	8 m 9 cm =	cm
16	1 m 84 cm =	cm	38	4 m 70 cm =	cm
17	1 m 73 cm =	cm	39	7 m 35 cm =	cm
18	1 m 62 cm =	cm	40	4 m 17 cm =	cm
19	2 m 62 cm =	cm	41	6 m 4 cm =	cm
20	7 m 62 cm =	cm	42	10 m 4 cm =	cm
21	5 m 27 cm =	cm	43	10 m 40 cm =	cm
22	3 m 87 cm =	cm	44	11 m 84 cm =	cm

A

Correct _____

Write in meters and centimeters.

1	$3\text{ m} + 1\text{ m} =$	m	cm	23	$3\text{ m } 10\text{ cm} + 1\text{ m } 1\text{ cm} =$	m	cm
2	$4\text{ m} + 2\text{ m} =$	m	cm	24	$3\text{ m } 10\text{ cm} + 2\text{ m } 2\text{ cm} =$	m	cm
3	$2\text{ m} + 3\text{ m} =$	m	cm	25	$3\text{ m } 10\text{ cm} + 3\text{ m } 3\text{ cm} =$	m	cm
4	$5\text{ m} + 4\text{ m} =$	m	cm	26	$3\text{ m } 20\text{ cm} + 3\text{ m } 3\text{ cm} =$	m	cm
5	$2\text{ m} + 2\text{ m} =$	m	cm	27	$6\text{ m } 30\text{ cm} + 2\text{ m } 20\text{ cm} =$	m	cm
6	$3\text{ m} + 3\text{ m} =$	m	cm	28	$8\text{ m } 30\text{ cm} + 2\text{ m } 20\text{ cm} =$	m	cm
7	$4\text{ m} + 4\text{ m} =$	m	cm	29	$6\text{ m } 50\text{ cm} + 2\text{ m } 25\text{ cm} =$	m	cm
8	$5\text{ m} + 5\text{ m} =$	m	cm	30	$6\text{ m } 25\text{ cm} + 2\text{ m } 25\text{ cm} =$	m	cm
9	$5\text{ m } 7\text{ cm} + 1\text{ m} =$	m	cm	31	$4\text{ m } 70\text{ cm} + 1\text{ m } 10\text{ cm} =$	m	cm
10	$6\text{ m } 7\text{ cm} + 1\text{ m} =$	m	cm	32	$4\text{ m } 80\text{ cm} + 1\text{ m } 10\text{ cm} =$	m	cm
11	$7\text{ m } 7\text{ cm} + 1\text{ m} =$	m	cm	33	$4\text{ m } 90\text{ cm} + 1\text{ m } 10\text{ cm} =$	m	cm
12	$9\text{ m } 7\text{ cm} + 1\text{ m} =$	m	cm	34	$4\text{ m } 90\text{ cm} + 1\text{ m } 20\text{ cm} =$	m	cm
13	$9\text{ m } 7\text{ cm} + 1\text{ cm} =$	m	cm	35	$4\text{ m } 90\text{ cm} + 1\text{ m } 60\text{ cm} =$	m	cm
14	$5\text{ m } 7\text{ cm} + 1\text{ cm} =$	m	cm	36	$5\text{ m } 75\text{ cm} + 2\text{ m } 25\text{ cm} =$	m	cm
15	$3\text{ m } 7\text{ cm} + 1\text{ cm} =$	m	cm	37	$5\text{ m } 75\text{ cm} + 2\text{ m } 50\text{ cm} =$	m	cm
16	$3\text{ m } 7\text{ cm} + 3\text{ cm} =$	m	cm	38	$4\text{ m } 90\text{ cm} + 3\text{ m } 50\text{ cm} =$	m	cm
17	$6\text{ m } 70\text{ cm} + 10\text{ cm} =$	m	cm	39	$5\text{ m } 95\text{ cm} + 3\text{ m } 25\text{ cm} =$	m	cm
18	$6\text{ m } 80\text{ cm} + 10\text{ cm} =$	m	cm	40	$4\text{ m } 85\text{ cm} + 3\text{ m } 25\text{ cm} =$	m	cm
19	$6\text{ m } 90\text{ cm} + 10\text{ cm} =$	m	cm	41	$5\text{ m } 85\text{ cm} + 3\text{ m } 45\text{ cm} =$	m	cm
20	$6\text{ m } 90\text{ cm} + 20\text{ cm} =$	m	cm	42	$4\text{ m } 87\text{ cm} + 3\text{ m } 76\text{ cm} =$	m	cm
21	$6\text{ m } 90\text{ cm} + 30\text{ cm} =$	m	cm	43	$6\text{ m } 36\text{ cm} + 4\text{ m } 67\text{ cm} =$	m	cm
22	$6\text{ m } 90\text{ cm} + 60\text{ cm} =$	m	cm	44	$9\text{ m } 74\text{ cm} + 8\text{ m } 48\text{ cm} =$	m	cm

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Lesson 4:

Know and relate metric units to place value units in order to express measurements in different units.

Date:

6/24/14



2.B.10

B

Improvement _____

Correct _____

Write in kilograms and grams.

1	1,000 g =	kg	g	23	2,700 g =	kg	g
2	2,000 g =	kg	g	24	3,660 g =	kg	g
3	3,000 g =	kg	g	25	3,706 g =	kg	g
4	8,000 g =	kg	g	26	4,095 g =	kg	g
5	6,000 g =	kg	g	27	4,030 g =	kg	g
6	9,000 g =	kg	g	28	5,006 g =	kg	g
7	4,000 g =	kg	g	29	3,004 g =	kg	g
8	7,000 g =	kg	g	30	2,010 g =	kg	g
9	5,000 g =	kg	g	31	2,075 g =	kg	g
10	5,100 g =	kg	g	32	1,504 g =	kg	g
11	5,110 g =	kg	g	33	1,440 g =	kg	g
12	5,101 g =	kg	g	34	4,500 g =	kg	g
13	5,010 g =	kg	g	35	3,000 g + 2,000 g =	kg	g
14	5,011 g =	kg	g	36	4,000 g + 3,000 g =	kg	g
15	5,001 g =	kg	g	37	5,000 g + 4,000 g =	kg	g
16	7,002 g =	kg	g	38	9 x 8,000 g =	kg	g
17	7,020 g =	kg	g	39	64,000 g ÷ 8 =	kg	g
18	7,200 g =	kg	g	40	17,000 g x 5 =	kg	g
19	7,022 g =	kg	g	41	54,000 g ÷ 6 =	kg	g
20	7,220 g =	kg	g	42	18,000 g x 4 =	kg	g
21	7,222 g =	kg	g	43	14 x 5,000 g =	kg	g
22	4,378 g =	kg	g	44	96,000 g ÷ 8 =	kg	g

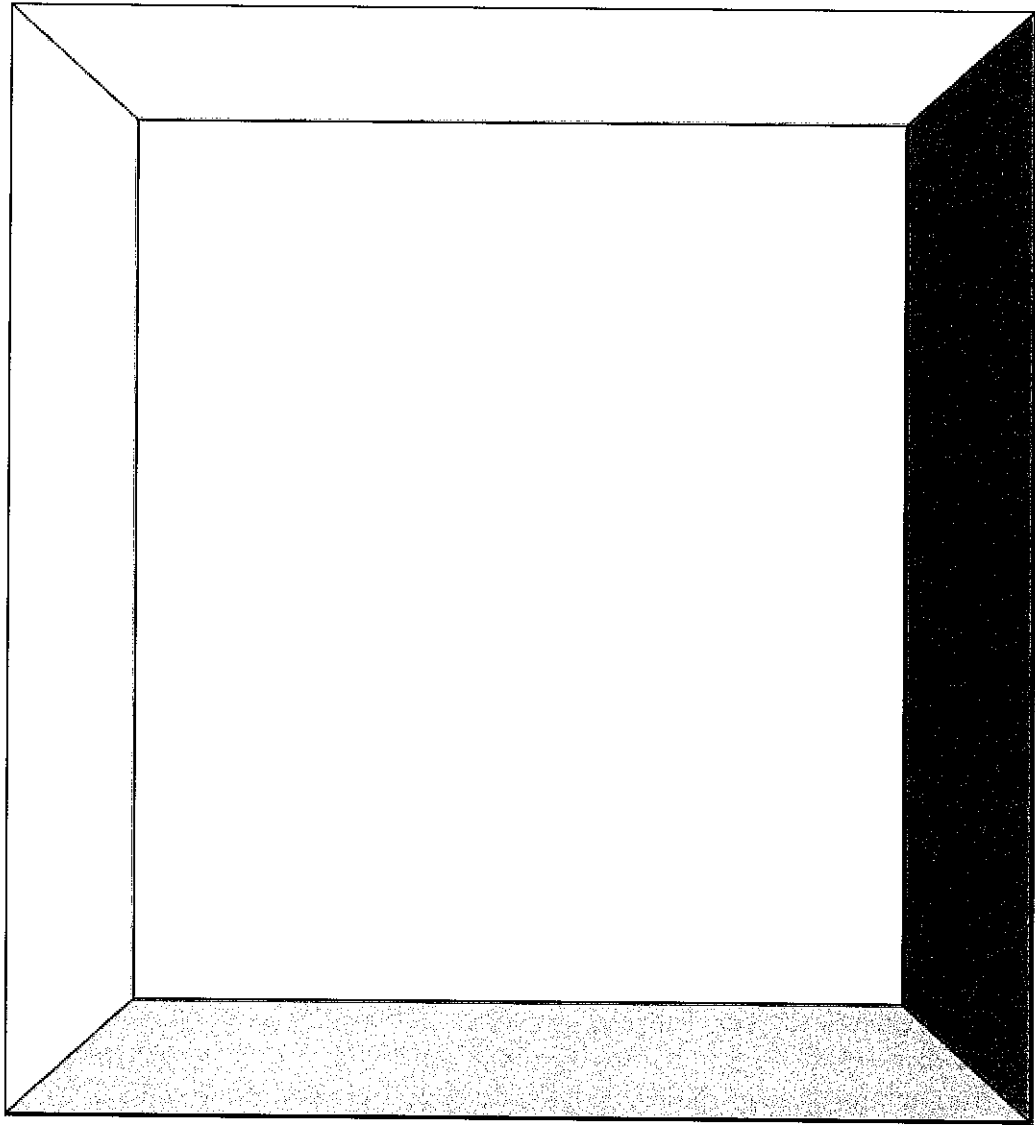


Buffalo Public Schools Reading Log Gr. 3-8



Name _____ Grade _____ School # _____ Rm # _____

<p>VERBS</p> <p>clarifies confronts compares critiques demonstrates describes explains explores identifies illustrates is lists presents provides proposes recommends recounts shows supports tells</p>	<p>Title:</p>
<p>Author:</p>	
<p>Identify the Title and Author</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Select a Verb</p>
<p>Copy the words from the steps above into a topic sentence and then write additional sentences to support the topic sentence.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Finish Your Thought</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Elementary Writing Journal

Draw a picture of yourself.

Name: _____

13. Write about something that you have never done but you would like to try. Include details about the activity. What is it? Would you need special training? Is it expensive?
14. What is an invention you wish someone would make? What would it do? Why do you think it would be useful? Do you think you could create it someday?
15. Write about something that is very special to you and that you always like to have with you. What is it? What does it look like? Who gave it to you? Why is it special to you?
16. How would your parents describe you? Are you quiet or talkative, shy or outgoing? What would they say about the kind of person you are?
17. Tell how you use math in your life. What does it help you to do?
18. Tell about your best experiences with math.
19. Draw a picture of a mathematician and describe what a mathematician does.
20. When you make mistakes, what do you do first - make corrections or ask questions? Why or why not?
21. What are your three personal goals for math or another subject?
22. Create a timeline of what you've learned in math since kindergarten.
23. If you pretended to be a shape, which shape would you be and why?
24. Invent a new shape. Name it, draw it, and tell how it is used.
25. Make a list of how you have used math today. Example: read an alarm clock with numbers

Name _____ Date _____

The Bremen Town Band

A donkey, a dog, a cat, and a rooster were on their way to Bremen to join the Bremen Town Band. They journeyed until the sun was completely gone and the sky was totally dark.

“Look,” the cat called out to her friends, “I see a light up ahead through the trees, so we must be getting close!”

As they quietly crept through the woods, the light grew brighter and brighter. Soon the animals came to a small cabin in a clearing, but only the donkey was tall enough to see in through the window. “There are two men fast asleep,” he whispered. “And I see bread, cheese, and meat on the table.”

The four animals put their heads together and tried to think of a way to get inside. Their stomachs were grumbling and they couldn’t get their minds off the food on the other side of the window. However, they didn’t know that the two men inside were thieves hiding from the police.

“Let’s not forget that we’re musicians,” the donkey said. “So let’s earn our food with a performance.” The others nodded in agreement. “Dog,” said the donkey, “you can climb up on my back. Cat, you hoist yourself on the dog’s shoulders. Rooster, you can perch on Cat’s head at the very top.”

As soon as the animals climbed into position, they began to teeter and wobble. Then, one by one, the animals raised their voices. The donkey brayed, the dog howled, the cat meowed, and the rooster crowed. It was truly a terrible sound.

The two men inside the cabin sprang up from the table. Suddenly, glass shattered as all the animals tumbled into the kitchen and the two terrified robbers ran for the door. They were sure that a monster had crashed in through the window! The two men never returned to the cabin, and the animals never reached Bremen. Instead, they stayed in the house for a long time, and every meal they had was delicious.

Name _____ Date _____

Dinosaur Mystery

The team of fourteen paleontologists met in Buenos Aires, Argentina.	10
They drove fourteen hours to the dig site in the rugged land of Patagonia.	24
A dig site is a place where scientists dig for “treasure.”	35
After they set up camp, the scientists quickly began to look for fossils.	48
They hoped to find evidence that dinosaurs had lived in the area but, on the first day, they found nothing. Day 2 was a day that paleontologists dream of but rarely experience. A team member spotted something lying on the ground. Could it be a dinosaur egg? The scientists were absolutely thrilled!	100
They actually found hundreds of grapefruit-size dinosaur eggs that had turned to stone. Now the scientists had two mysteries to solve. Why were so many eggs in one place and what kind of dinosaurs had laid them?	137
The first mystery was fairly easy to solve. Gathering in big groups to lay eggs and protect their babies helped the dinosaurs survive. The scientists knew they had found the nesting site of hundreds of dinosaurs, which covered acres of land. Why had the eggs not hatched?	184
Perhaps the river nearby flooded and buried the eggs in mud. The eggs stayed under the mud for millions of years. If a skeleton of a baby dinosaur had been preserved in an egg, the scientists could solve the second big mystery.	226
A scientist called a <i>preparator</i> spent weeks chipping away the rock around each tiny bone in each tiny egg. She found a tiny skull and some teeny tiny teeth, which she compared to the skull and teeth of adult dinosaurs. The dinosaur’s parents were huge, plant-eating titanosaurs!	273

Name _____ Date _____

The Willow Way

Often, as Granna and I sit in her dining room, she tells me a story based on her collection of Blue Willow plates. Each plate is the same, but each story is different—and Granna always says, “That’s the Willow Way.”	16 30 41
I gazed down at the plate in my hands and felt a warm breeze on my face as my eyes slowly closed. When I opened my eyes, there was Princess Yen-Jen, the main character of Granna’s Blue Willow stories!	58 71 80
“Hi,” I said, “I’m Annie. Granna told me you had a little dog named Yi, but in the last story, poor Yi ran away. Would you like me to help you find your dog, Princess Yen-Jen?”	95 112 116
We decided it would be best to split up. Yen-Jen hurried toward the river, and I headed for Ya-sen, the most ancient section of town. As I scurried along, I noticed that the pebbles under my feet were a brilliant blue. I couldn’t resist scooping one up one of the pebbles and slipping it into my pocket.	129 142 156 171 173
I turned onto a deserted street with only one solitary cottage. Suddenly, I heard a little whimper and then a <i>sniff, sniff, sniff</i> . Peeking around the corner of the cottage was a little dog and its yippy barking assured me that it was Yi.	185 199 215 217
Yen-Jen thanked me for finding her dog. “That’s the Willow Way!” I said. Then I noticed that the sun was getting lower in the sky, and blue shadows were forming everywhere around us. Suddenly, Granna was gently shaking my shoulder. Had I really been dreaming this whole time?	230 245 255 265
“Annie, something’s fallen out of your pocket!” Granna exclaimed. I gasped in surprise as I reached down and scooped up a bright blue pebble. When I looked up at Granna, I was certain that I caught a small twinkle in her eyes.	275 289 305 307

Name _____ Date _____

Hiding to Survive

From the icy regions of the Arctic to tropical rain forests, animals find many ways to adapt and survive. All animals have to find food. They have to avoid accidentally becoming a meal for some other animal. One clever way for many animals to survive is by using camouflage.	13 28 40 49
Camouflage is a kind of disguise. An animal's appearance often hides it from a hungry, carnivorous animal. Camouflage also helps some predators sneak up on their prey. Either way, camouflaged animals use the color or shape of their bodies to make themselves hard to see. These animals amaze us with their ability to trick our eyes.	61 71 84 97 105
Camouflage is just one tool that animals use to survive. Many animals remain so still that they seem to dissolve into their surroundings. Some animals, such as bugs, even appear to be something they're not, such as a leaf or a stick.	117 129 143 147
The zebra of Africa is one of the easiest animals to recognize, with its distinct black and white stripes. The zebra, however, lives on grassy plains. How can its stripes serve as camouflage? When a predator looks at a big herd of zebras from a distance, the pattern of the lines is confusing. For example, the herd will run from a lion. The motion of their stripes makes it hard for the lion to single out one zebra. As a result, all of the zebras may escape from harm.	161 173 187 201 216 233 236
Camouflage helps the hunter as well as the hunted. Large cats, such as the cheetah, have stripes or spots that help them hide in the grass. This way, they can sneak up on other animals to attack them.	249 264 274

Name _____ Date _____

The Chihuahuan Desert

A desert is one kind of landform found in the United States and in other parts of the world. Deserts are dry places that get little rain. You can identify a desert by the kinds of plants that grow there.	15 30 40
The Chihuahuan Desert spreads into Arizona, New Mexico, and Texas. This desert includes Big Bend National Park in Texas and gets as little as seven inches of rain a year!	50 64 70
Many desert plants, such as cacti, have spines or narrow leaves that slow down water loss. Sharp thorns or spines protect these plants—and the water they store from thirsty, hungry animals. The roots of mesquite shrubs grow deep into the ground to reach water. Creosote bushes produce a poison so other plants don't grow near them and take their water.	83 96 108 121 131
The javelina is the only native wild peccary in the United States. A peccary is a cousin to the pig. Javelinas live in the Chihuahuan Desert. If you visit Big Bend National Park, you may smell the javelinas before you see them! They have a gland on their backs that produces a strong smell. It's called musk and javelinas use it to mark their territories.	143 157 171 186 196
These animals travel in groups of six to twelve. They search for food in the mornings and evenings and avoid the midday heat by resting in the shade. They don't travel far from a watering hole.	209 223 232
A javelina has coarse fur that is black and gray. It has a short mane that stands up on its back when it gets excited. Javelinas are tough animals. They can eat anything, even cactus!	247 261 267

Neat Cursive Handwriting: Lowercase Letters

Directions: Trace each gray letter below. Then practice writing it on the lines.

a b c d

e f g h

i j k l

m n o p

q r s t

u v w x

y z

Methods for Improving Cursive Handwriting

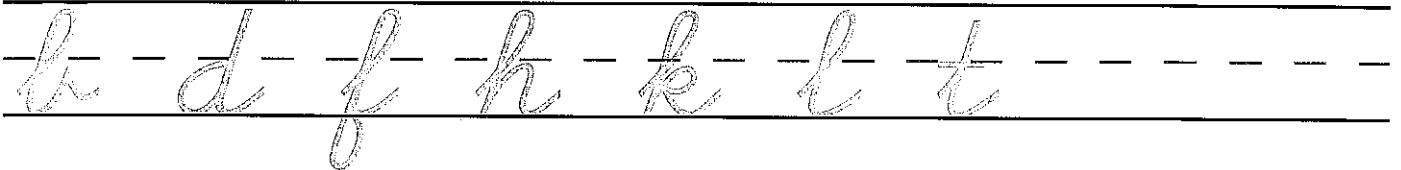
1. Capital letters reach up. They almost touch the top line.

Stretch capital letters upward until they almost reach the line above.



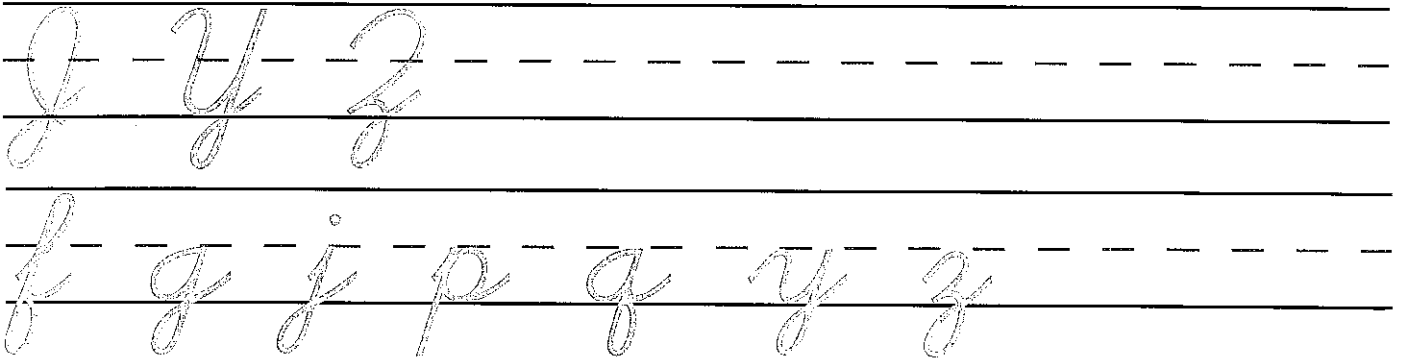
2. Some lowercase letters also reach up. They almost touch the top line.

These lowercase letters reach up: *b, d, f, h, k, l, t*.



3. Some letters reach down below the line.

These capital letters reach down: *J, Y, Z*. These lowercase letters reach down: *f, g, j, p, q, y, z*.



4. Lowercase letters are about half the size of capital letters.

These lowercase letters should be about the same size. They should only reach up about halfway.

