

Name: _____

DeSoto County Schools
Distance Learning Packet
4th Grade
ELA and Math

Week 5: April 20th- April 24th
Week 6: April 27th- May 1st

READING

B I N G O

Directions: Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

B

Find a new or unique place to read, like outside.

I

Search in a book to find words with these prefixes: mid-, inter-, and fore-.

N

After you read a fiction book, write about how the story would be different if you changed the setting.

G

Before you read a nonfiction book or article, brainstorm everything you know about the topic of the book.

O

Read a book you have never read before.

Read a book or an article that someone in your home picks out for you.

Find one word you don't know the meaning of. Ask someone what it means or look up the definition using a dictionary.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Enjoy a favorite snack or listen to your favorite music while you read.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

Free Space

Make a list of three facts you learned from a nonfiction book or article.

Read a fiction book and compare yourself to the main character. Write or tell someone your comparison.

After you read, tell what verb tense is used in the book. Is it past, present, or future?

Find the longest word in a book. In three minutes, write down all the words you can make using the letters in that word.

After you read a book you enjoy, find out if the author has written other books. Research the author or ask an adult.

Read to someone who is younger than you.

Read a fiction story in the voice of your favorite character, athlete, or hero.

After reading, write or tell someone about something that surprised you.

Write or tell someone a summary about what you learned from a book.

Write down something you want to know more about after you read a book.

Read a nonfiction book or article.

After you read, come up with a new title for the book or article.

Lesson 11

Punctuating Direct Quotations

 **Introduction** Using a **direct quotation**, or a person's exact words, can help make your writing come alive. You can write the exact words of a character in a story, or you can write what someone in real life has said or written. Use **quotation marks** (" ") before and after the exact words of a speaker or author.

- A direct quotation can come at the beginning of a sentence.

"I can't wait to see the Washington Monument!" said Elena.

- A direct quotation can also come at the end of a sentence. Use a **comma** (,) to separate the beginning of the sentence from the quotation.

Author Rachel White wrote, "The Washington Monument is one of the most popular tourist attractions in the United States."

- Use quotation marks only when you are showing a person's exact words, not when you are explaining what the person said.

Nathan said, "I look forward to the trip to Washington."

Nathan said that he looks forward to the trip to Washington.

 **Guided Practice** Add the correct punctuation where it is needed in each sentence.

HINT Be sure the end punctuation after a speaker's words is inside the quotation marks.

Example:

Len asked, "Where have you been?"
"I've been right here!" I shouted.

- 1 I'm almost ready to go! exclaimed Kris.
- 2 Mr. Mendez said Before we go, we need to learn about the Washington Monument.
- 3 Why did they build the monument? Alva asked.
- 4 Kris replied It was built to honor George Washington.
- 5 The monument is a symbol of his leadership wrote author Rachel White.

 Independent Practice

For numbers 1–3, which sentence in each group uses the correct punctuation?

- 1** **A** The Washington Monument is huge!" Anna exclaimed.
B "The Washington Monument is huge! Anna exclaimed.
C "The Washington Monument is huge"! Anna exclaimed.
D "The Washington Monument is huge!" Anna exclaimed.
- 2** **A** The tour guide said, "The monument is more than 555 feet tall."
B The tour guide said "The monument is more than 555 feet tall."
C The tour guide said, The monument is more than 555 feet tall.
D The tour guide, said "The monument is more than 555 feet tall."
- 3** **A** Author Carter Bailey wrote, More than 500,000 visitors go to the top of the monument in most years."
B Author Carter Bailey wrote, "More than 500,000 visitors go to the top of the monument in most years."
C Author Carter Bailey wrote "More than 500,000 visitors go to the top of the monument in most years."
D Author Carter Bailey wrote More than 500,000 visitors go to the top of the monument in most years.

- **Try It** Review the dialogue you wrote between your pets in Part 1. Look for the correct punctuation and the use of quotation marks. If you left any punctuation or quotation marks off, add them in.

Lesson 5

Prepositions and
Prepositional Phrases

 **Introduction** A **preposition** is a word that shows the relationship between other words in a sentence. Words such as *about*, *after*, *at*, *behind*, *by*, *during*, *for*, *in*, *on*, and *under* are prepositions.

- A **prepositional phrase** includes a preposition, a noun or pronoun that is the object of the preposition, and any words in between.

preposition object of preposition

Myka looked [at] the large [tree].

- A prepositional phrase can describe a noun or a verb. It sometimes describes by telling *how*, *when*, *where*, or *what kind*.

Examples	What They Tell
Myka and Lily went outside after lunch.	<i>when</i> they went
They sat under the oak tree.	<i>where</i> they sat
It was a good spot for a tree house.	<i>what kind</i> of spot
Lily showed Myka a book about tree houses.	<i>what kind</i> of book
They could build a tree house by themselves.	<i>how</i> they could build

 **Guided Practice** **Underline each prepositional phrase, and circle the preposition. Then finish the last two sentences by adding a prepositional phrase to each.**

HINT

A prepositional phrase can come at the beginning, in the middle, or at the end of a sentence.

- 1 The tall oak tree was behind the house.
- 2 Myka and Lily would build their tree house in its branches.
- 3 During dinner, they discussed different ideas.
- 4 "Should we draw our plans after school?" Myka asked.
- 5 Their dad could buy wood and nails _____.
- 6 Myka and Lily decided to start building _____.

 Independent Practice

For numbers 1–3, identify the prepositional phrase in each sentence.

- 1 The girls used solid wood planks for the tree house floor.
- A used solid wood
 - B planks for
 - C The girls used
 - D for the tree house floor
- 2 Lily made a small window in one wall.
- A one wall
 - B Lily made
 - C in one wall
 - D a small window
- 3 Myka put curtains over the window.
- A over the window
 - B put curtains
 - C Myka put
 - D the window

For numbers 4 and 5, what does the underlined prepositional phrase tell?

- 4 Myka and Lily hung a “Members Only” sign on the door.
- A when they hung the sign
 - B where they hung the sign
 - C what kind of sign they hung
 - D how they hung the sign
- 5 Then the girls had a discussion about safety rules.
- A what kind of discussion
 - B when the discussion took place
 - C where the discussion took place
 - D how the discussion started

► **Try It** Reread what you wrote in Part 1. Underline the prepositional phrases you used in your writing. Circle the prepositions. If you haven't used any prepositional phrases, add one to a sentence.

Lesson 7

Run-on Sentences

 **Introduction** You know that a **sentence** is a group of words that tells a complete thought. A **run-on sentence** is two or more sentences that run together with a comma between them or with no punctuation at all.

Run-on: Julia is always helping other people she hardly has time for herself.

Run-on: She tutors kids after school, she volunteers at a food pantry on weekends.

- One way to fix a run-on sentence is to split it into two sentences.

Correct: Julia is always helping other people. She hardly has time for herself.

- Another way to fix a run-on sentence is to use a conjunction, such as *and*, *but*, *so*, *because*, or *while*, to join the two thoughts.

Correct: She tutors kids after school, and she volunteers at a food pantry on weekends.

 **Guided Practice** Read each sentence. Write *R* for run-on sentence or *C* for correct. Fix the run-on sentences by adding a conjunction or by dividing the thoughts into two sentences.

HINT When you use the conjunction *and*, *or*, *so*, or *but* to combine two sentences, put a comma before the conjunction. Do not use a comma before the conjunction *because*.

1 My friends and I want to have a party for Julia's birthday. _____

2 We hope to keep it a surprise, we will have to be careful. _____

3 The party will be at Stella's house her parents will help. _____

4 Stella will invite Julia over for a nice lunch that day. _____

Independent Practice

For numbers 1 and 2, which choice is a run-on sentence?

- 1** **A** My friends and I admire Julia, but we worry about how busy she is.
- B** She doesn't have time for sports or movies.
- C** Donica and I decided that we could help Julia, we could take turns tutoring after school.
- D** I could tutor on Tuesdays, and Donica could tutor on Thursdays.
- 2** **A** Julia could still tutor on Mondays, there is no tutoring on Fridays.
- B** Julia needs a break so she can have more time to see friends.
- C** Donica and I will talk to Julia and ask for her opinion.
- D** We know that she enjoys her volunteer work, and we don't want her to stop doing it.

For numbers 3 and 4, what is the best way to fix each run-on sentence?

- 3** Julia agreed to our plan she was happy to have the help.
- A** Julia agreed to our plan, she, was happy to have the help.
- B** Julia agreed to our plan. She was happy to have the help.
- C** Julia agreed to our plan, she was happy to have the help.
- D** Julia agreed to our plan, She was happy to have the help.
- 4** I enjoyed tutoring I decided to sign up for more days.
- A** I enjoyed tutoring, I decided to sign up for more days.
- B** I enjoyed tutoring but, I decided to sign up for more days.
- C** I enjoyed tutoring, so I decided to sign up for more days.
- D** I enjoyed tutoring and, I decided to sign up for more days.

► Try It Reread your writing from Part 1. Look for run-on sentences. If you find any, cross them out and revise them.

Name _____

Date _____

Multi-Step Word Problems - Matching Worksheet

Match the word problems to their answers. Write the letter of the answer that matches the problem.

- _____ 1. In Jennifer's guest room there are brown tables, purple tables, and black tables. There are 4 brown tables. There are 5 times as many purple tables as brown tables, and there are 3 fewer black tables than purple tables. How many tables are there in Jennifer's guest room? a. 84
- _____ 2. Rosy and Daisy had a party at a restaurant. Pastries cost \$3 each and fruit pudding costs \$3 each. Rosy had 1 pastry and 2 fruit puddings. Daisy had 2 pastries and 1 fruit pudding. How much did their party cost? b. 16
- _____ 3. Abel purchased 7 books about birds and 10 books about animals. He also purchased 6 biology magazines. Each book costs \$14 and each magazine costs \$2. How much did Abel spend in all? c. 18
- _____ 4. Joe needs 59 plastic glasses for an annual celebration. He already has 20 blue glasses and 23 red glasses. How many more glasses should Joe buy? d. 250
- _____ 5. Jack has a huge garage. Jack has 6 bicycles and 18 cars in his garage. How many wheels are there in the garage? e. 41

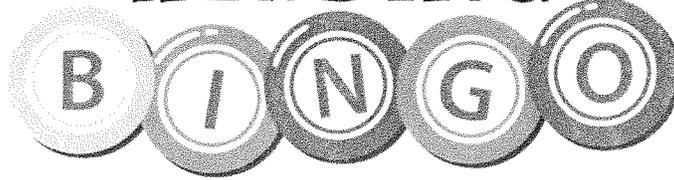


Name: _____

Solving Multistep Word Problems (4.OA.3)

<p>1. Tina has 30 peppermints. After eating 6, she splits the rest with her sister Tonya. How many peppermints does each sister have?</p> <p>A. 10 B. 12 C. 15 D. 24</p>	<p>2. Rebecca has 50 candies. She eats 10 and puts the remaining candies into 5 equal piles. How many candies are in each pile?</p> <p>A. 6 B. 8 C. 10 D. 12</p>
<p>3. Paul has 176 baseball cards in his collection. He gives 12 of them to his friend, and then buys 30 more. How many baseball cards does Paul have now?</p> <p>A. 164 B. 174 C. 184 D. 194</p>	<p>4. Eduardo collects fishing lures. He has 253 lures in his collection. His friend Phil gives him 12 lures, and he buys 8 at a garage sale. How many fishing lures does Eduardo have now?</p> <p>A. 263 B. 273 C. 283 D. 293</p>
<p>5. Mr. Zookeeper has 50 bananas in a box. After eating 2, he puts the rest into the monkey cage. If there are 8 monkeys in the monkey cage, and each monkey eats the same number of bananas, how many bananas does each monkey get?</p> <p>A. 6 B. 8 C. 10 D. 12</p>	<p>6. Sandi made \$26.00 babysitting. She spent \$8.00 on a new pair of shorts and \$7.00 on a new hat. How much money does Sandi have left?</p> <p>A. \$9.00 B. \$10.00 C. \$11.00 D. \$12.00</p>
<p>7. Mr. Hodson's class had a pizza party. They had 12 pizzas delivered to their classroom. Each pizza was cut into 8 slices. If they only ate $\frac{1}{2}$ of the pizza, how many slices were leftover?</p> <p>A. 12 B. 24 C. 36 D. 48</p>	<p>8. Mrs. West's and Miss Anderson's classes got together for an ice cream party. There were 32 students in Mrs. West's class and 28 students in Miss Anderson's class. If each student got 2 scoops of ice cream, and each teacher got 3 scoops of ice cream, how many scoops of ice cream were served at the party?</p> <p>A. 120 B. 123 C. 126 D. 129</p>

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Find one word you don't know the meaning of. Ask someone what it means or look up the definition using a dictionary.

Read to someone who is older than you.

Tell a friend, family member, or teacher about a book you think they would like, too.

Enjoy a favorite snack or listen to your favorite music while you read.

Call a friend or family member and read to them. Ask them to read a story to you, too!

Re-read your favorite book.

Free Space

Make a list of three facts you learned from a nonfiction book or article.

Read a fiction book and compare yourself to the main character. Write or tell someone your comparison.

After you read, tell what verb tense is used in the book. Is it past, present, or future?

Find the longest word in a book. In three minutes, write down all the words you can make using the letters in that word.

After you read a book you enjoy, find out if the author has written other books. Research the author or ask an adult.

Read to someone who is younger than you.

Read a fiction story in the voice of your favorite character, athlete, or hero.

After reading, write or tell someone about something that surprised you.

Write or tell someone a summary about what you learned from a book.

Write down something you want to know more about after you read a book.

Read a nonfiction book or article.

After you read, come up with a new title for the book or article.

Lesson 8

Commonly Confused Words

 **Introduction** Homophones are words that sound alike but have different meanings and spellings. Homophones are easy to confuse because they sound the same!

- Watch out for the homophones *two*, *too*, and *to* in your writing. The homophones *there*, *their*, and *they're* are also easy to confuse.

Word	Meaning	Example
two	"a number"	Kira is excited about <i>two</i> things.
too	"also"	She loves swimming, but she loves writing, <i>too</i> .
to	"in a certain direction"	She goes <i>to</i> the pool almost every day.
there	"in that place"	The swim team practices <i>there</i> .
their	"belonging to them"	They try to improve <i>their</i> speed.
they're	"contraction for <i>they are</i> "	Next week <i>they're</i> having a big meet.

- Learn the spellings and meanings of these homophones, too!

no "opposite of *yes*"

know "to be aware of"

it's "contraction for *it is*"

its "belonging to *it*"

hours "units of time"

ours "belonging to *us*"

right "correct" or "opposite of *left*"

write "to put down on paper"

would "under a certain condition"

wood "part of a tree"

new "opposite of *old*"

knew "past tense of *know*"

Guided Practice Circle the correct homophone in parentheses ().

HINT If you're not sure which spelling to use for a homophone, check the different spellings and their meanings in a dictionary.

- 1 Not many people (know, no) how fast Kira is.
- 2 They (wood, would) not want to compete against her if they did!
- 3 She has a (knew, new) coach who is helping her train.
- 4 He thinks (it's, its) possible for her to be on the Olympic team.
- 5 Kira is working hard to prove him (write, right).
- 6 (Their, There, They're) goal is for Kira to beat her own time.

 Independent Practice

For numbers 1–5, in which sentences are the underlined homophones spelled correctly?

- 1** A Kira spends at least two hours at the pool every day.
 B Kira spends at least too hours at the pool every day.
 C Kira spends at least to ours at the pool every day.
 D Kira spends at least two ours at the pool every day.
- 2** A Her teammates practice with their team, to.
 B Her teammates practice with their team, too.
 C Her teammates practice with there team, too.
 D Her teammates practice with they're team, two.
- 3** A Its not easy to be there each day after school.
 B Its not easy to be their each day after school.
 C It's not easy to be they're each day after school.
 D It's not easy to be there each day after school.
- 4** A Kira new she would have less time for writing.
 B Kira knew she would have less time for writing.
 C Kira knew she wood have less time for writing.
 D Kira new she wood have less time for writing.
- 5** A "I know I will right about my swimming someday," she says.
 B "I no I will write about my swimming someday," she says.
 C "I know I will write about my swimming someday," she says.
 D "I no I will right about my swimming someday," she says.

► **Try It** Reread what you wrote in Part 1. Look for words that you may have misspelled because they are homophones, or words that sound the same. Check your spelling carefully. Revise any words that you misspelled.

Lesson 13

Precise Words and Phrases

Introduction What is the difference between a dog and a puppy? Maybe 10 years! If you just used the term *dog*, a reader would never know you meant *a brown bulldog puppy*. It is important to choose words and phrases that tell **precisely** the meaning you wish to convey.

- Using precise words helps to convey your ideas exactly as you intended.

Vague: Parts of Hawaii have been disappearing.

Precise: Wetlands of Hawaii have been disappearing.

- Using precise phrases will help readers picture and understand what you mean.

Vague: Many fruits grow in Hawaii.

Precise: Tropical pineapples, mangos, and bananas grow in Hawaii.

Guided Practice

Read each sentence. Circle the word or phrase that conveys a more precise meaning for the vague underlined words. Tell a partner what additional information each phrase adds to the original sentence.

HINT Ask yourself which word or phrase best helps you to picture or understand what is being described.

- 1 Hawaii has a lot of the coral reefs in the world.

a majority a large number

- 2 Oahu is filled with tourists who want to enjoy the island's beautiful beaches.

white-sand pretty

- 3 The North Shore is the ideal location to watch big-wave surfing, as waves go up more than 30 feet high.

move stretch

- 4 Hanauma Bay, with its nice waters, is popular for snorkeling.

clear blue pleasant

- 5 Tall mountains can be found on the "Big Island" in Hawaii.

High Towering

 Independent Practice

For numbers 1–3, read each sentence. Which word or phrase best replaces the underlined text in the sentence?

- 1 Maui has good rainforests.
- A nice
 - B special
 - C wide and large
 - D lush and fertile
- 2 The big cliffs on the island of Kauai were in the movie *Jurassic Park 3*.
- A full
 - B great
 - C steep
 - D large
- 3 One waterfall on the “Big Island” goes down into a large bowl-shaped gulch.
- A falls
 - B jumps
 - C moves
 - D plunges

For number 4, read the paragraph and choose the correct answer.

An inactive volcano, Diamond Head, is the most famous place on the island of Oahu. Most volcanoes, like Diamond Head, rarely erupt. But when they do, hot lava can blaze wildly.

- 4 Choose a word to replace place that better describes what Diamond Head is.
- A area
 - B spot
 - C section
 - D landmark

► **Try It** Reread what you wrote in Part 1. Find two places in your writing where you could add additional words or change words so that readers understand exactly what you are talking about.

Lesson 14

Punctuation for Effect

 **Introduction** You know that a sentence is a group of words that expresses a complete thought. Sentences can end with a period (.), a question mark (?), or an exclamation point (!). Using a variety of sentence types will make your writing more interesting to read.

Sentence Type	Example
Statement	Summer is my favorite time of year.
Question	What season do you like best?
Exclamation	This summer, I went white-water rafting!
Command	Tell me when you get my photos.

- Instead of beginning a report with a statement, try beginning with a question.
Statement: At the end of the summer, we went kayaking.
Question: Have you ever tried kayaking on a hot summer day?
- If you want to express strong emotion, consider writing an exclamation instead of a statement.
Statement: Kayaking is an exciting sport.
Exclamation: What an exciting sport kayaking is!

 **Guided Practice**

Rewrite each sentence as either a question or an exclamation. Tell a partner how the change in punctuation changes the meaning of the sentence.

HINT Think about how the end punctuation you choose will affect the way the reader “hears” your sentences and understands your meaning.

1 You all must wear lifejackets. (question)

2 Kayaking is easy to learn. (question)

3 There are rocks ahead. (exclamation)

4 I enjoy kayaking. (exclamation)

 **Independent Practice**

Read the passage on kayaking. For numbers 1–3, choose the most effective way to rewrite the sentences.

(1) I like nature and adventure. (2) Kayaking is a great way to experience both. (3) We set out on a sunny clear day. (4) It was easy paddling, and we were having a good time. (5) Someone shouted, "Rocks ahead." (6) Then I shouted back. (7) "Can you move to the left of them now?" (8) We were lucky to escape the rocks. (9) Suddenly, I saw lightning and heard a huge clap of thunder. "Oh no, we're going to be struck by lightning!"

- 1** Which rewrite of sentence 1 makes the most engaging opening?
- A** You like nature, and you like adventure.
 - B** Do you like nature and adventure?
 - C** You should like nature and adventure.
 - D** What about nature and adventure?

- 2** Which rewrite of sentence 5 shows strong emotion?
- A** Someone shouted, "Rocks Ahead."
 - B** Someone shouted, "Rocks ahead?"
 - C** Someone shouted, "Rocks ahead!"
 - D** Someone shouted that rocks were ahead.

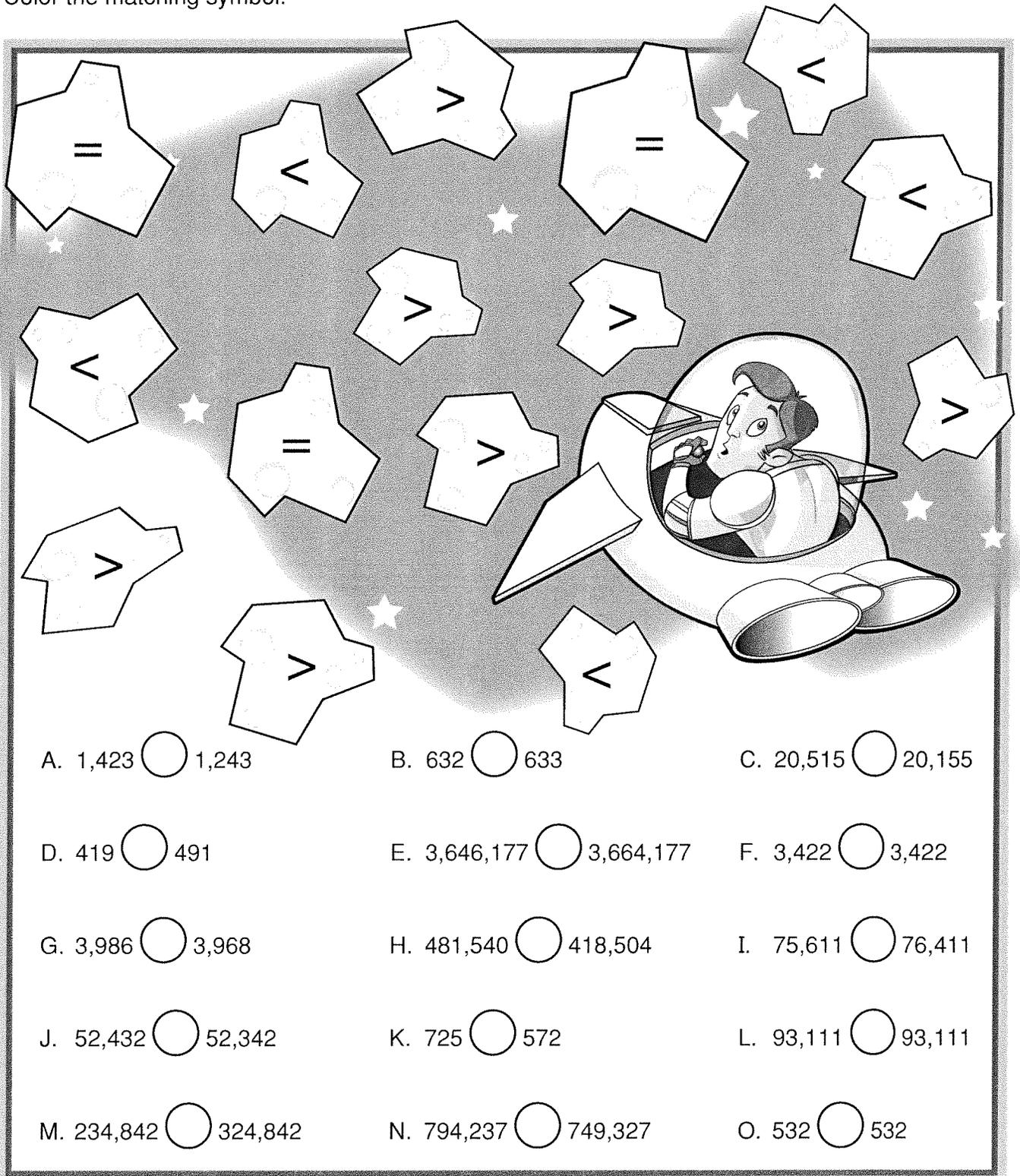
- 3** Which rewrite of sentence 7 best gives the effect of a command, or orders?
- A** "You could now move to the left of them."
 - B** "Move to the left of them now."
 - C** "Why not move to the left of them now?"
 - D** "You would now move to the left of them."

► **Try It** Reread your writing from Part 1. Revise the beginning of your writing so that you ask a question. Revise one sentence so that it conveys your strong emotions.

Name _____ Date _____

Asteroid Belt

Compare. Use $>$, $<$, or $=$.
Color the matching symbol.



A central illustration shows an astronaut in a rocket ship flying through space. The background is filled with stars and several asteroids of various shapes. Each asteroid contains a math symbol: $>$, $<$, or $=$. The symbols are scattered around the rocket, representing the 'Asteroid Belt'.

A. 1,423 1,243 B. 632 633 C. 20,515 20,155

D. 419 491 E. 3,646,177 3,664,177 F. 3,422 3,422

G. 3,986 3,968 H. 481,540 418,504 I. 75,611 76,411

J. 52,432 52,342 K. 725 572 L. 93,111 93,111

M. 234,842 324,842 N. 794,237 749,327 O. 532 532

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72

2 172

3 2,572

4 101,372

Round each number to the nearest hundred.

5 180

6 1,180

7 56,180

8 980

9 1,980

10 56,980

Round each number to the nearest thousand.

11 7,750

12 17,750

13 25,750

14 70,750

Round each number to the nearest ten thousand.

15 65,321

16 165,321

17 185,321

18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____