

East Fannin Elementary
COLD/Inclement Weather Packet

As of today, November 13, 2020, FCSS students have missed two days of school due to inclement weather. Students can miss up to two additional days, for a total of four missed days, before this packet will go into effect.

Four days of work are included in this grade level packet. The enclosed work will count as credit for attending a missed day of school in the event that school is canceled. Students should not begin working in this packet unless we arrive at our fifth day of school being canceled (see below).

COLD Packets will give attendance credit if completed as follows: Day 1 on the fifth missed day of school, Day 2 on the sixth missed day, Day 3 on the seventh missed day, and Day 4 on the eighth missed day.

If any of the COLD packets need to be used in the upcoming winter months, students should bring completed activities back to school with them on the next regular school day. However, if you are unable to complete the work while out of school, students will have THREE days to complete assignments and return them to school after returning from a COLD day or days.

On inclement weather days, please carefully listen to district school closure messages and check our school's social media accounts for additional guidance on what counts as a COLD Day. Please contact EFES or your child's teacher, if you have any questions.

Missed Days for Inclement Weather Guidance

- 1st day missed (October 29, 2020) - No COLD Packet
- 2nd day missed (October 30, 2020) - No COLD Packet
- If a 3rd day is missed - No COLD Packet
- If a 4th day is missed - No COLD Packet
- If a 5th day is missed - Complete COLD Packet Day 1
- If a 6th day is missed - Complete COLD Packet Day 2
- If a 7th day is missed - Complete COLD Packet Day 3
- If an 8th day is missed - Complete COLD Packet Day 4

EFES 2020-2021 - Inclement Weather Packet
5th Grade

Day	Subject	Check-off	Assignment
Day 1	Math		Daily Math Review Week 1 Monday (10 minutes). Number Talk Day 1 (10 minutes). Do Ready Common Core Packet Lesson 1 (20 minutes).
	Reading/ELA		Pages 1-4
	Science/SS		Science: Physical & Chemical Properties & Changes review worksheet (pgs. 1-2)
Day 2	Math		Daily Math Review Week 1 Tuesday (10 minutes). Number Talks Day 2 (10 minutes). Do Ready Common Core Lesson 2 (20 minutes).
	Reading/ELA		Pages 5-8
	Science/SS		Science: Circuits: Read/review the notes and complete the worksheet (pgs. 1-4)
Day 3	Math		Daily Math Review Week 1 Wednesday (10 minutes). Number Talks Day 3 (10 minutes). Do Ready Common Core Lesson 3 (20 minutes).
	Reading/ELA		Pages 9-12
	Science/SS		Social Studies Worksheets (pgs. 1-3) 1.) Companies, Machines, & Technology 2.) The Product Flow 3.) Producers & Consumers
Day 4	Math		Daily Math Review Week 1 Thursday (10 minutes). Number Talks Day 3 (10 minutes). Do Ready Common Core Lesson 3 (20 minutes).
	Reading/ELA		Pages 13-17
	Science/SS		Social Studies Worksheets (pgs. 1-3) 1.) Constitution Match-Up 2.) Bill of Rights Matching 3.) Responsibilities of Citizens

Day 1

Name: _____

Name _____

WEEK 1

4.NBT.A.3

Dominic exaggerates that he had to rake about 600,000 leaves. What is the greatest number of leaves he would have raked that would round to this number?

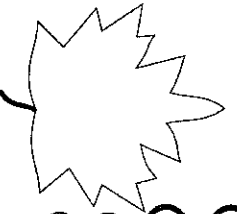
Shade the model to show $\frac{1}{3}$.

4.NF.A.1



Then show 6 equal parts and write an equivalent fraction. _____

Monday



4.OA.A.2

Alex and Katy were jumping in leaf piles one Monday afternoon. Katy jumped in 4 leaf piles. Alex jumped in 3 times as many leaf piles as Katy. In how many leaf piles did Alex jump? Draw a model, write the equation, and solve.

Equation _____

Answer _____

4.G.A.1

Match the term to the example.

ray _____



line segment _____



angle _____



line _____



point _____



4.MD.A.2

Dusty began raking leaves at 8:15 in the morning. He raked for about 35 minutes before taking an hour and 20 minute break. He then spent another 55 minutes raking leaves. At what time did he finish raking the leaves? Use a number line to solve.

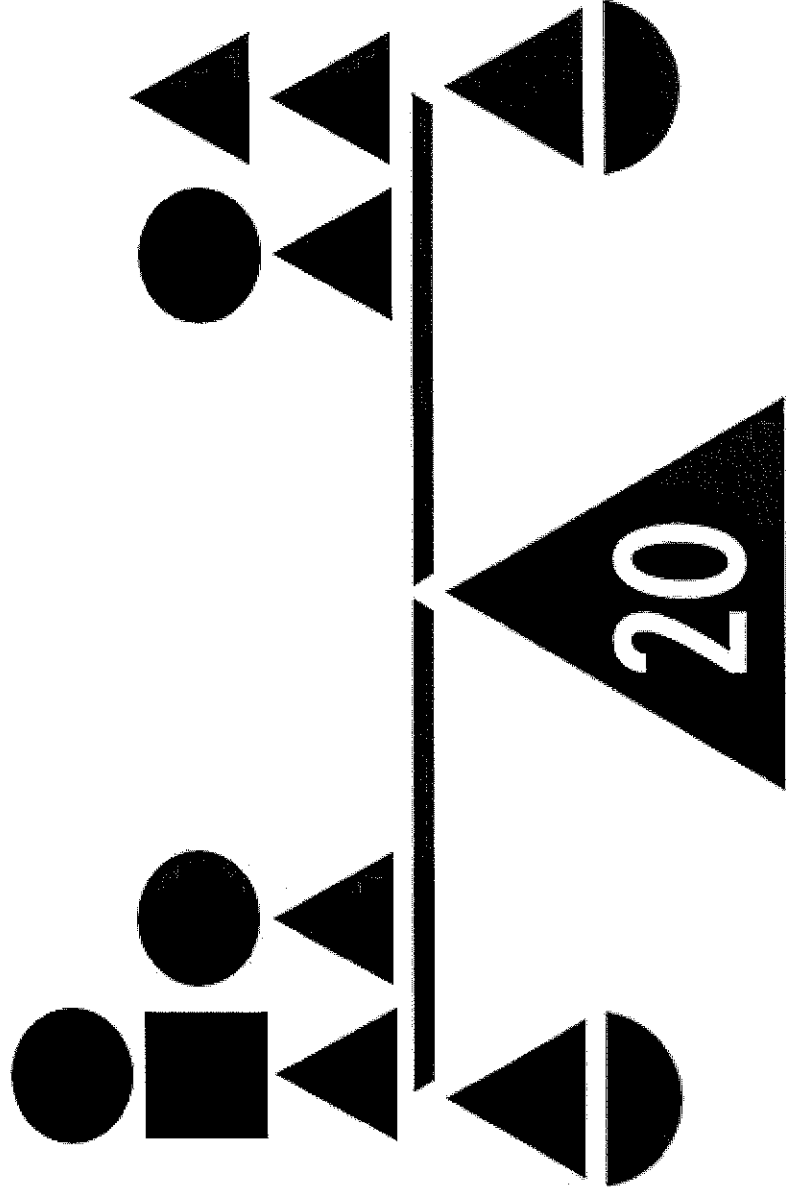
Answer _____

© 2013

2 Brainy Apples

NUMBER TALKS PROBLEM OF THE DAY

Find the value of each symbol below.

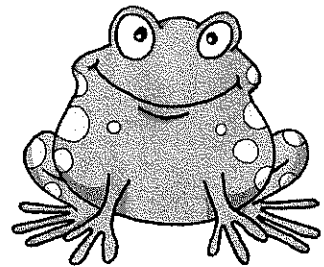


Number Patterns #1

In each row, figure out the pattern of the number sequence.
Write the missing number on your answer sheet.

1

1. 14 16 20 26 44 56
2. 35 38 33 36 34 29
3. 75 67 59 51 35 27
4. 41 46 39 44 42 35
5. 7 7 14 42 840 5,040
6. 3 9 18 54 324 648



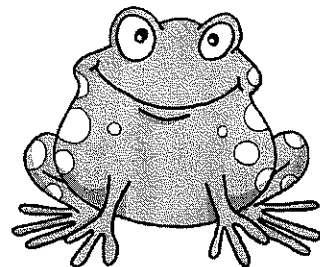
Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Number Patterns #2

In each row, figure out the pattern of the number sequence.
Write the missing number on your answer sheet.

2

1. 13 26 32 64 140 146
2. 60 64 63 67 70 69
3. 67 58 50 43 32 28
4. 44 51 59 68 89 101
5. 53 56 51 54 52 47
6. 10 15 25 40 85 115



Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Ever since he was six years old, Nick had wanted to get a puppy. His parents always refused. They said he wasn't capable of taking care of a puppy. "You have no idea how much work a puppy is," Dad said. "You would have to housebreak the puppy, train the puppy to obey you, and groom it, too."

"And then there's taking the puppy to the vet, playing with it, and feeding it," Mom added. "It's not that I'm against having a puppy. But a puppy takes up a lot of time."

Nick couldn't think of a way that he could convince his parents that he was ready for a puppy. Then, he got an idea. "If I volunteer at the animal shelter," he thought, "I'll bet Mom and Dad will see that I'm ready to take care of a puppy!"

1 Which word tells a reader most about the text while previewing it?

- (A) obey
- (B) groom
- (C) idea
- (D) puppy

2 What is the problem in the text?

- (A) Nick's parents think that he is not capable of taking care of a puppy.
- (B) Nick is allergic to puppies.
- (C) Nick's parents think that puppies are not a lot of work.
- (D) Nick's parents think that the family should get a puppy right away.

3 A person who *volunteers* is someone who

- (A) studies for tests.
- (B) does no work at all.
- (C) gets a raise.
- (D) does work without being paid.

4 Nick's parents say he isn't *capable* of taking care of a puppy. Which word or phrase means *capable*?

- (A) interested
- (B) angry about
- (C) afraid of
- (D) able to

5 What does the phrase *have no idea* mean?

- (A) do not understand
- (B) can't think
- (C) ran out of ideas
- (D) have an active imagination

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5

Total

Day 1

NAME: _____

DATE: _____

Directions: Draw a road to connect the signs that contain sentences with specific details about driverless cars. Choose the sentences that would make you want to read more about this topic.

Prewriting

Driverless Cars

These futuristic cars are decked out with tons of special cameras and sensors.

Computer-controlled cars can magically steer and brake all by themselves!

Thanks to this cool car, your hands and mind are now free to do other fun things.

The cars don't need drivers.

Some people like the cars and some don't.

The cars are being tested.

Directions: Write one question you have about driverless cars.

Name _____

Lazy Time

Sally and Oliver are **swaying** slowly in the family swing.

1. What does the title tell us about the story? _____
2. What image in the first sentence supports or illustrates the title? _____

3. What does **swaying** mean? _____
4. How do you think Sally and Oliver are related? _____

The air is crisp. Sally puts her arm around Oliver and snuggles into his shaggy body. Oliver's tongue licks Sally's hand, which lies on her blue-jeaned leg. They watch a sluggish ladybug crawl underneath a pile of old, brown leaves. One red leaf drifts down to the top of the ladybug's leaf pile.

1. What time of year is it? _____
2. What clues helped you answer question 1? _____
3. What or who is Oliver? _____
4. What clues helped you answer question 3? _____

Oliver's graying ears prick up as a flock of geese honks good-bye. The sky slowly turns from blue, to pink, to purple, to black.

The first star shines as Sally's mom calls her in to eat. Sally gives a last push as she slides out of the swing. She walks to the back door of the house. Oliver leaps down.

1. What sounds can you hear in this selection? _____
2. Is Oliver a puppy or an older dog? _____
3. What clues helped you answer question 2? _____
4. What meal is Sally about to eat? _____

Oliver barks once at a rabbit and then chases after Sally. She smiles and rubs Oliver's head as they walk into the warm house together.

1. How do you think Sally feels? _____
2. List the words in all of the selections that give a picture of laziness. _____

3. Describe a lazy time you have had. _____
4. What would be another title for this selection? _____

Name _____

Day 1

A Year in My Life

Contents

Chapter 1	School Bells.	1
Chapter 2	Harvest Time	5
Chapter 3	Winter Celebration	12
Chapter 4	Ring in the New Year	17
Chapter 5	Snow and More Snow.	22
Chapter 6	Spring Has Sprung.	27
Chapter 7	School Is Out.	31
Chapter 8	Fun at the Lake	36
Chapter 9	A New School Year	40

1. This is a table of contents for the book *A Year in My Life*. What does a table of contents tell you? _____
2. Is this book organized thematically or chronologically (by time)? _____

3. What season is it in chapters 1 and 2? _____
4. How did the author spend summer break? _____
5. What would you write about in chapter 3? _____

Review: Physical Science

PHYSICAL AND CHEMICAL PROPERTIES AND CHANGES

Name _____ Key _____

PHYSICAL PROPERTY

1. observed with senses
2. determined without destroying matter

CHEMICAL PROPERTY

1. indicates how a substance reacts with something else
2. matter will be changed into a new substance after the reaction

Identify the following as a chemical (C) or physical property (P):

- _____ 1. blue color
- _____ 2. density
- _____ 3. flammability (burns)
- _____ 4. solubility (dissolves)
- _____ 5. reacts with acid
- _____ 6. supports combustion
- _____ 7. sour taste

- _____ 8. melting point
- _____ 9. reacts with water
- _____ 10. hardness
- _____ 11. boiling point
- _____ 12. luster
- _____ 13. odor
- _____ 14. reacts with air

PHYSICAL CHANGE

1. a change in size, shape, or state
2. no new substance is formed

CHEMICAL CHANGE

1. a change in the physical and chemical properties
2. a new substance is formed

Identify the following as physical (P) or chemical (C) changes.

- _____ 1. NaCl (Table Salt) dissolves in water.
- _____ 2. Ag (Silver) tarnishes.
- _____ 3. An apple is cut.
- _____ 4. Heat changes H₂O to steam.
- _____ 5. Baking soda reacts to vinegar.
- _____ 6. Fe (Iron) rusts.
- _____ 7. Alcohol evaporates .
- _____ 8. Ice melts.

- _____ 9. Milk sours.
- _____ 10. Sugar dissolves in water.
- _____ 11. Wood rots.
- _____ 12. Pancakes cook.
- _____ 13. Grass grows.
- _____ 14. A tire is inflated.
- _____ 15. Food is digested.
- _____ 16. Paper towel absorbs water.

Physical and Chemical Changes**Part A**

Can you recognize the chemical and physical changes that happen all around us? If you change the way something looks, but haven't made a new substance, a **physical change** (P) has occurred. If the substance has been changed into another substance, a **chemical change** (C) has occurred.

1.	An ice cube is placed in the sun. Later there is a puddle of water. Later still the puddle is gone.
2.	Two chemicals are mixed together and a gas is produced.
3.	A bicycle changes color as it rusts.
4.	A solid is crushed to a powder.
5.	Two substances are mixed and light is produced.
6.	A piece of ice melts and reacts with sodium.
7.	Mixing salt and pepper.
8.	Chocolate syrup is dissolved in milk.
9.	A marshmallow is toasted over a campfire.
10.	A marshmallow is cut in half.

Part B

Read each scenario. Decide whether a physical or chemical change has occurred and give evidence for your decision. The first one has been done for you to use as an example.

	Scenario	Physical or Chemical Change?	Evidence...
1.	Umm! A student removes a loaf of bread hot from the oven. The student cuts a slice off the loaf and spreads butter on it.		
2.	Your friend decides to toast a piece of bread, but leaves it in the toaster too long. The bread is black and the kitchen is full of smoke.		
3.	You forgot to dry the bread knife when you washed it and reddish brown spots appeared on it.		
4.	You blow dry your wet hair.		
5.	In baking biscuits and other quick breads, the baking powder reacts to release carbon dioxide bubbles. The carbon dioxide bubbles cause the dough to rise.		
6.	You take out your best silver spoons and notice that they are very dull and have some black spots.		
7.	A straight piece of wire is coiled to form a spring.		
8.	Food color is dropped into water to give it color.		
9.	Chewing food to break it down into smaller particles represents a _____ change, but the changing of starch into sugars by enzymes in the digestive system represents a _____ change.		
10.	In a fireworks show, the fireworks explode giving off heat and light.		

Part C: True (T) or False (F)

1.	Changing the size and shapes of pieces of wood would be a chemical change.
2.	In a physical change, the makeup of matter is changed.
3.	Evaporation occurs when liquid water changes into a gas.
4.	Evaporation is a physical change.
5.	Burning wood is a physical change.
6.	Combining hydrogen and oxygen to make water is a physical change.
7.	Breaking up concrete is a physical change.
8.	Sand being washed out to sea from the beach is a chemical change.
9.	When ice cream melts, a chemical change occurs.
10.	Acid rain damaging a marble statue is a physical change.

Day 2

Name: _____

Name _____

WEEK 1

4.NBT.B.4

Solve.

$2,048,948 + 62,201 =$ _____

$3,984,274 - 6,289 =$ _____

4.NF.B.4
Use the model to solve $2 \times \frac{1}{4} =$ _____.



$\frac{1}{4}$

+

$\frac{1}{4}$

=

Tuesday

4.OA.A.3

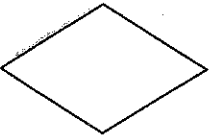
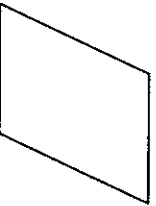
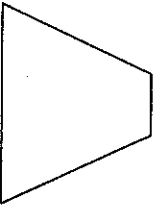
Joel raked 75 bags of leaves. Kathy raked 26 fewer bags of leaves than Joel. How many more bags of leaves does Kathy need to rake to have raked 90 bags of leaves? Draw a model, write the equation, and solve.

Equation _____

Answer _____

4.G.A.2

Describe the group these polygons belong in, based on the kinds of angles they have.



4.MD.A.1

Convert the following measurements.

Remember:

1,000 meters = 1 kilometer

100 centimeters = 1 meter

1,000 millimeters = 1 meter

10 millimeters = 1 centimeter

80 mm = _____ cm 2,000 mm = _____ m

400 cm = _____ m 8,000 m = _____ km

9 cm = _____ mm 9 m = _____ mm

6 m = _____ cm 4 km = _____ m

4 m = _____ mm 2 m = _____ cm

© 2013

2 Brainy Apples

What's the Product?

$$2 \times 11$$

$$10 \times 11$$

$$12 \times 11$$

$$12 \times 12$$

NUMBER TALKS PROBLEM OF THE DAY

How many different
ways can you
mentally compute

$$162 + 39?$$

Tricky Trios #1

5

Can you discover what the combination of numbers and letters represents in each Tricky Trio? Words are not spelled out – only the first letter of each word is provided as a clue. Example: **12 I in a F**

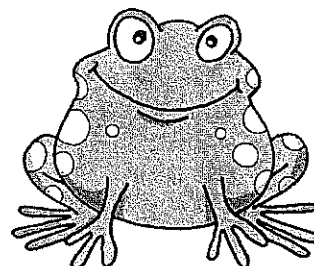
Answer: 12 Inches in a Foot

a. **2 C in a P**

b. **4 P in a B**

c. **3 T in a T**

Clue: Measurement



Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Tricky Trios #2

6

Can you discover what the combination of numbers and letters represents in each Tricky Trio? Words are not spelled out – only the first letter of each word is provided as a clue. Example: **12 I in a F**

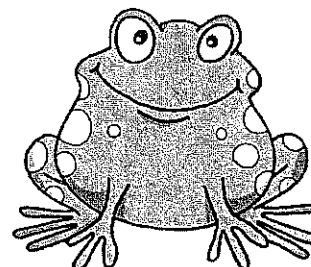
Answer: 12 Inches in a Foot

a. **2,000 P in a T**

b. **16 O in a P**

c. **4 Q in a G**

Clue: Measurement



Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Day
2

NAME: _____

DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5
Total

Nick wanted a puppy, so he decided to become a volunteer at the animal shelter. He was hoping to convince his parents that he was ready to take care of a puppy. He volunteered at the shelter twice each week, on Tuesdays after school and on Saturdays.

While he was there, Nick did several things. He walked the dogs and washed and brushed them. Grooming the long-haired dogs took a long time! He cleaned up the dogs' kennels, too. He also played with the puppies to help get them used to people. Sometimes he gave them baths as well. Once in a while, Nick spent time with the kittens and cats, but he preferred working with the dogs. There was always plenty to do at the shelter, so Nick was never bored.

1. What does the first sentence tell about this text?

- (A) This text is about volunteering at an animal shelter.
- (B) This text is about taking shelter during a storm.
- (C) This text is about adopting an animal.
- (D) This text is about different animals.

2. What detail does the author include to explain why Nick plays with the puppies?

- (A) to help them learn to eat and drink
- (B) so he can stop being afraid of dogs
- (C) to help them get used to people
- (D) so he can learn about the different breeds of dog

3. To which word can the suffix *-ing* be added?

- (A) also
- (B) dogs
- (C) care
- (D) plenty

4. What is a *kennel*?

- (A) place for animals
- (B) kind of food
- (C) piece of clothing
- (D) helper

5. Which word means *once in a while*?

- (A) often
- (B) never
- (C) occasionally
- (D) daily

Day
21

NAME: _____ DATE: _____

Directions: Read the text. Draw smiley faces at the ends of sentences that include specific and descriptive details.

It was freezing in the barren Nevada desert that winter morning, but I was sweating bullets. My hands were shaking like leaves in a blustery wind. The car was moving. I was scared. The sleek chrome steering wheel calmly tilted side to side like a seesaw, but no one was holding it. The driver's seat was vacant. The car was driving down the road without a driver!

"Isn't it something?" said Mr. Cogs. He built it. He was in the backseat with me.

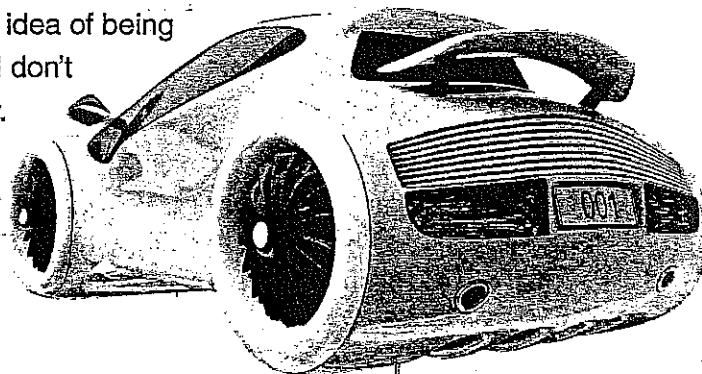
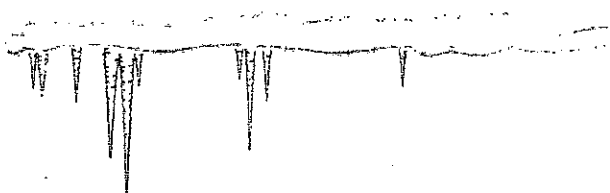
"Mr. Cogs, how does it know when to stop and when to go?" I asked.

"This car is like a spider. It has eyes everywhere!" laughed Mr. Cogs.

"It doesn't look like any spider I've ever seen. Plus, I don't see any eyes on this thing," I said nervously.

"Some spiders can have up to 12 eyes. This computer-controlled car has over 100 tiny sensors, cameras, and lasers that act as its eyes," proudly proclaimed Mr. Cogs.

When my ride was finished, I heaved a huge sigh of relief. Some people are excited about these cars. They like the idea of being able to do other things instead of having to drive. I don't like them. I'm not ready for that kind of technology.



Cursive Practice abc

Directions: Use cursive to write one thing someone could do in a driverless car since he or she would not have to drive.

6

Name _____

Day 2

Correct the errors in each sentence.

1. Today, dad and i are going to the Park.
2. Its the Great Junkyard Racecar Day!
3. The fifth graders racecars had to be built using junk.
4. I can't weight to see whose racing first!

Correct the errors in each sentence.

1. the first group to race will be benjamin's Group.
2. My favorite teacher, Ms. Daniels, was their to.
3. Oh, no! The cars wheels fell off. Thats too bad.
4. Witch car is your favourite?

Correct the errors in each sentence.

1. Wow, Mrs. nguyen's Kindergarten class is at the race too.
2. Is that you're sister over they're?
3. It looks like theyre making repairs to the cars front end.
4. That's becuz the car is going to fall a part.

Correct the errors in each sentence.

1. did you see mr. Garcia's red car in the race?
2. Its the fastest car in the race.
3. Im going to build the fastest car for next years race.
4. Mom was pleazed and surprized that my sister's car stayed in one peace.

Day 2

Name _____

Day 2

Use proofreading marks to fix the 10 mistakes in the letter below. Look for spelling, capitalization, punctuation, and grammar mistakes.

9545 Bay View Lane

Dublin, Ohio

October 22, 2012

Dear Grandma and Grandpa,

I wanted to write to tell you about Buster. He's my new puppy! Busters fur is black, and his ears are pointed. Hes always sniffing around. He likes chasing ducks at the Pond. They get so mad at him! Buster wants to play all the time, and he loves being outside. Right now, dad is giving Buster a bath in tomato juice! Thats what we had to use becuz he surprized a skunk in our yard. Mom says the juice will take out the skunk smell. I sure hope so! Please write and tell me how your doing. I can barely weight for your visit here next month.

You're grandson,

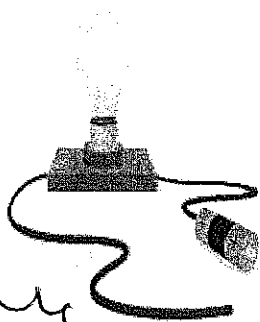
Alex

Circuits

A circuit always needs a power source, such as a **battery**, with wires connected to both the **positive (+)** and **negative (-)** ends. A battery is also known as a cell. A circuit can also contain other electrical **components**, such as bulbs, buzzers or motors, which allow electricity to pass through.

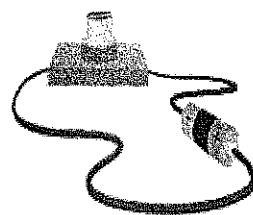
Electricity will only travel around a circuit that is **complete**. That means it has no gaps.

Incomplete circuit



Symbols

Complete circuit



We use these symbols to draw diagrams of circuits:



Battery



Wire



Bulb



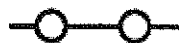
Buzzer



Motor



Switch (off)



Switch (on)

OLD
my 2
ofes →

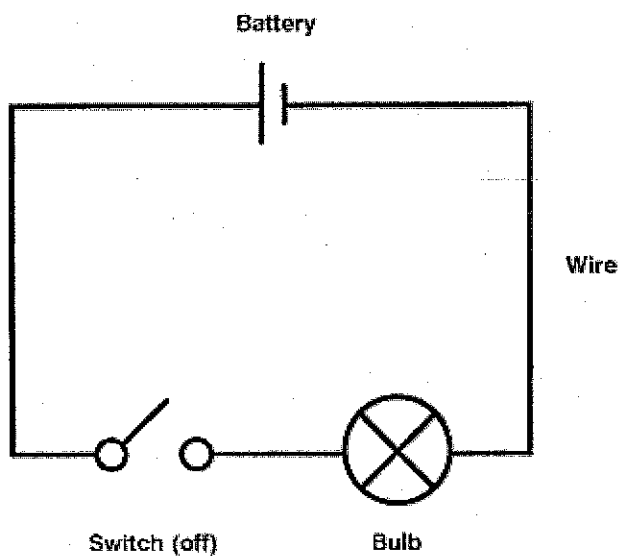
Switches

When a switch is open (off), there is a gap in the circuit.

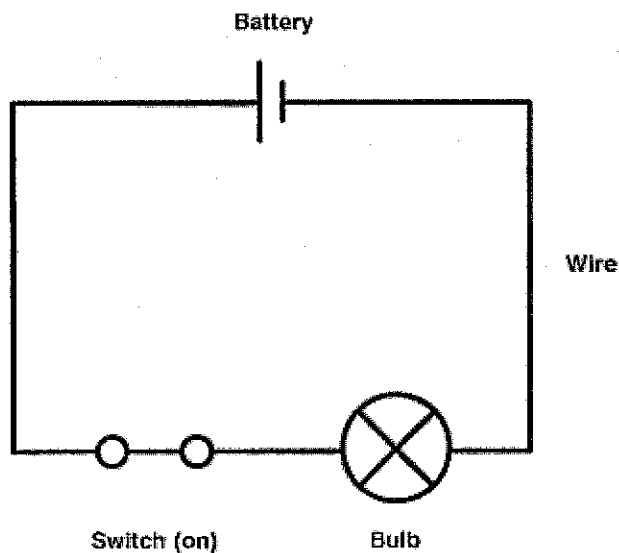
Electricity can not travel around the circuit.

When a switch is closed (on), it makes the circuit complete. Electricity can travel around the circuit.

* Switch open (off). Bulb doesn't light.



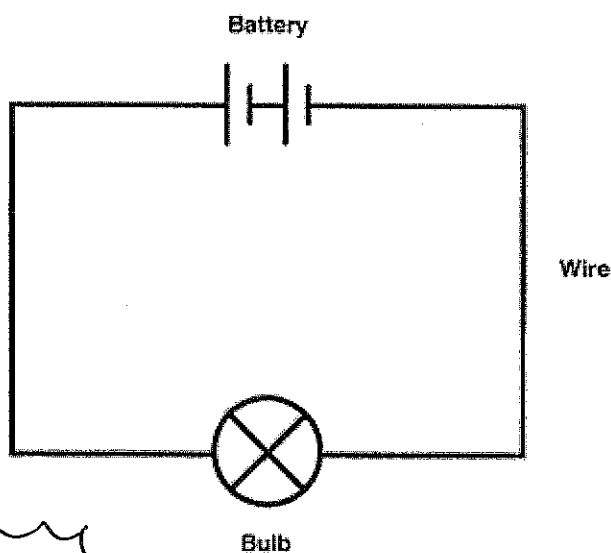
* Switch closed (on). Bulb lights.



OLD
day 2
notes →

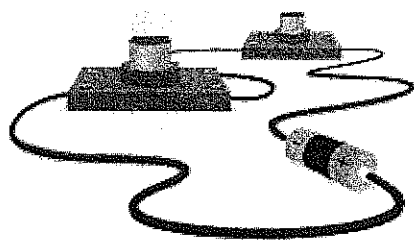
Changing circuits

Adding more batteries to a simple circuit will increase the electrical energy, which will make a bulb brighter.



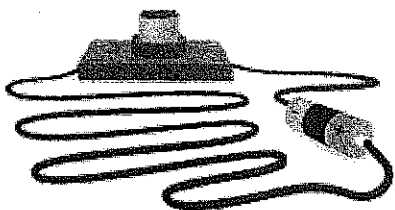
More bulbs

Adding more bulbs to a simple circuit will make the bulbs dimmer.



Longer wires

Lengthening the wires in a simple circuit will make the bulb dimmer.



Electrical circuits - Quiz

1. In a simple series circuit, why does the bulb light when you close the switch?

- a-Because the switch produces electricity
- b-Because closing the switch completes the circuit
- c-Because closing the switch breaks the circuit

2. In a simple series circuit, why does the bulb go out when you open the switch?

- a-Because the battery goes flat
- b-Because opening the switch breaks the circuit
- c-Because too much electricity flows through the bulb

3. Imagine a simple series circuit with one 1.5V battery and one bulb. When the 1.5V battery is replaced with a 3V battery ...

- A- the bulb gets brighter
- b- the bulb gets dimmer
- c-the bulb stays at the same level of brightness

4. Imagine a circuit with a 1.5V battery and one bulb. Imagine a similar circuit with a 3V battery and two bulbs. Which has the brightest bulbs?

- a-The circuit with a 1.5V battery and one bulb
- b-The circuit with a 3V battery and two bulbs
- c-The bulbs in both circuits are of similar brightness levels

5. Why might a bulb flash and go out when a 1.5V battery and a 3V battery are both connected across it in a simple series circuit?

- a-There is not enough electricity flowing around the circuit
- b-Too much electricity flows through the bulb's filament and the bulb blows
- c-The batteries are flat

6. What is the effect of changing the wire in a circuit from a straight thick wire to a straight thin wire?

- a-The bulbs become dimmer
- b-The bulbs become brighter
- c-The bulbs stay at the same level of brightness

7. What is the effect of changing the wire in a circuit from a straight thick wire to a longer (coiled) thick wire?

- a-The bulbs become dimmer
- b-The bulbs become brighter
- c-The bulbs stay at the same level of brightness

8. In a circuit diagram, what does a circle with a cross inside it represent?

- a-A light bulb
- b- A motor
- c- A battery

9. What do the long straight lines represent in a circuit diagram?

- a-Motors
- b-Light bulbs
- c- Wires

10. How is a battery represented in a circuit diagram?

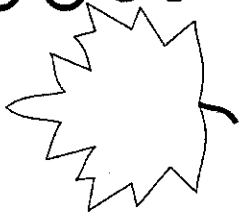
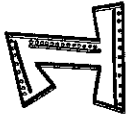
- a-A circle with a cross inside it
- b- A circle with an M inside it
- c-A long line and a short line

Day 3

Name: _____

Name _____

WEEK



Wednesday

4.NBT.B.5

Alex spent his weekend raking leaves. He packed 59 bags of leaves. Each bag weighed 12 pounds. What is the total weight of the bags of leaves? Write the equation and solve.

Equation _____
Answer _____

4.NF.A.2

Compare the fractions using $<$, $>$, or $=$.



$\frac{1}{2}$ _____ $\frac{1}{6}$

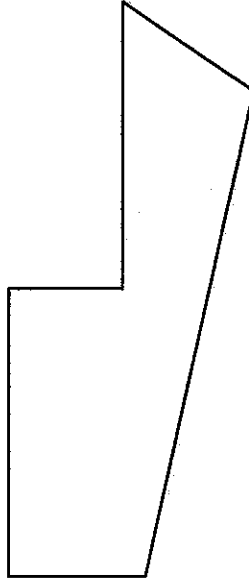
4.OA.A.3

Dominic raked 146 bags of leaves over the weekend. Dusty raked 76 more bags of leaves than Dominic. What is the sum of the bags of leaves they raked? Draw a model, write the equation, and solve.

Equation _____
Answer _____

4.G.A.1

The following shape shows Eddie's yard.



How many lines are in this shape? _____
How many rays are in this shape? _____
How many line segments are in this shape? _____
How many angles are in this shape? _____

4.MD.A.2

Eli raked several bags of leaves. He estimates that the combined weight of the bags is 6 kilograms. How many grams is this? Write the equation and solve.

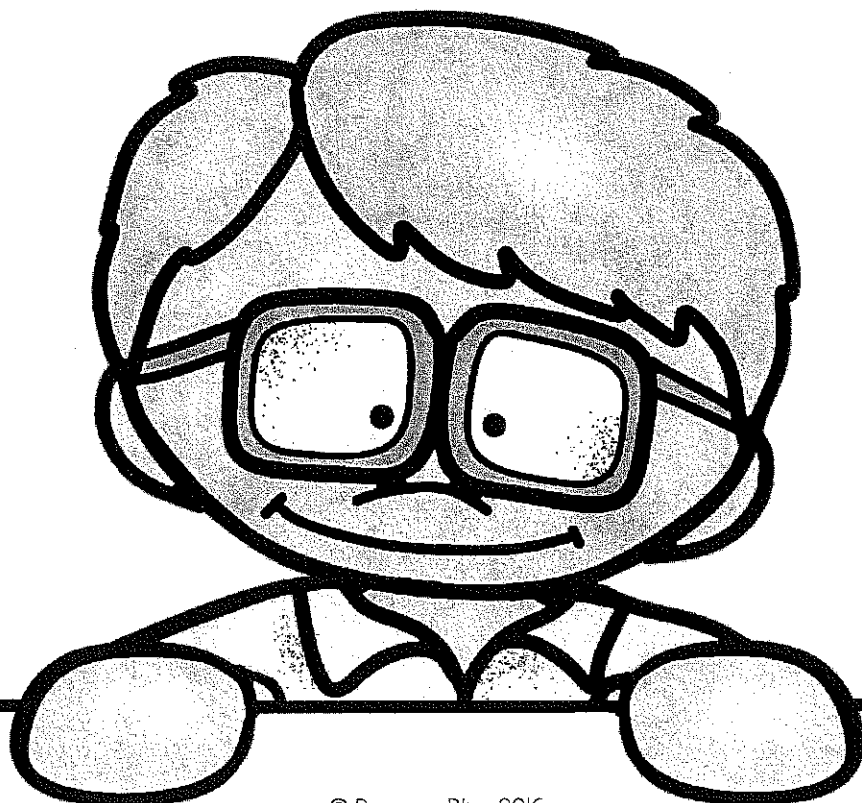
Equation _____
Answer _____

© 2013

2 Brainy Apples

What Could the Addends Be?

$$\underline{\quad} + \underline{\quad} = .69$$



NUMBER TALKS PROBLEM OF THE DAY

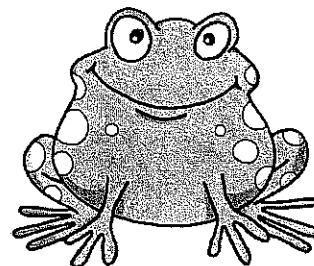
When rounded to
the nearest
hundred, I become
1,500. What
numbers could I be?

Four Nines Math Brain Teaser Puzzle #3

13

Professor Brainiac gave her students a math challenge.
She asked her students to use four 9's in a math equation that equaled 100.

Can you figure out the solution to the equation?
If you solve this puzzle, you get to go to the head of the class!



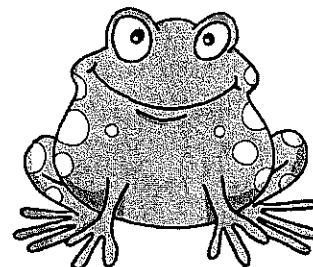
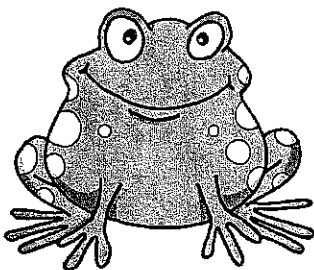
Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Crazy Eights Math Brain Teaser Puzzle #4

14

Professor Brainiac gave her students a math challenge.
She asked her students to use eight 8's
to get the number 1,000 using only addition.

Can you figure out the solution to the equation?



Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Nick volunteered at the animal shelter for three months. He learned a great deal about raising puppies and training them. Every time he learned something new, he practiced it. He also told his parents about what he was learning. He wanted to persuade them that he could be trusted with a puppy of his own. One afternoon, Dad picked Nick up from volunteering and asked him how the day went.

"Oh, it went great," Nick answered enthusiastically. "They even let me help introduce the dogs to people who want to adopt them!"

"That's terrific!" Dad answered with a grin. "I'm so glad you're getting this experience. You'll need it for our new puppy!"

"We're getting a puppy?" Nick practically shouted. "That's awesome! I can't wait!"

1 Which question would help readers monitor their reading and understand the text?

- (A) Does Nick have a sister?
- (B) What do cats eat?
- (C) Will Nick get to have a puppy of his own?
- (D) What is the weather outside?

2 Why is Nick so interested in telling his parents what he is learning?

- (A) He does not want to volunteer at the shelter.
- (B) He wants to stay home from school.
- (C) He wants to persuade them to volunteer at the shelter.
- (D) He wants to persuade them that he can be trusted with a puppy.

3 Which word from the text makes a new word by adding the prefix *re-*?

- (A) grin
- (B) about
- (C) glad
- (D) told

4 Which is a synonym for *convince*?

- (A) practice
- (B) volunteer
- (C) trust
- (D) persuade

5 Which word helps to explain Nick's behavior and mood at the end of the text?

- (A) learned
- (B) persuade
- (C) enthusiastic
- (D) help

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5
Total

Day 3

NAME: _____ DATE: _____

Directions: Label the sentences with *simile* or *metaphor*.

1. I was a chicken in that car. _____
2. My hands were shaking like leaves. _____
3. The seat was as soft as velvet. _____
4. The snow was a blanket covering the ground. _____

Directions: Rewrite these sentences to include a simile or metaphor.

5. The car was moving.

6. I was scared.

Boost Your Learning!

Figurative language, such as metaphors and similes, adds excitement to your writing and helps the reader to visualize what is happening.

A **simile** is a figure of speech where things are compared by using the words *like* or *as*.

Example: This car is *as quiet as a mouse*.

A **metaphor** is a figure of speech that makes a direct comparison between two things.

Example: *That car is a rocket.*

Name _____

Day 3

The Fox and the Crow

A crow found a piece of cheese on the ground. She quickly swooped down to pick up the food and perched on a limb to enjoy the tasty treat. A fox wandered by and saw this.

1. This is one of Aesop's fables. What is a fable?
A. A funny story B. A true story C. A story that teaches a lesson.
2. What does the title tell us about the characters? _____
3. Are the animals personified in the first paragraph? Explain. _____
4. What was the first thing the crow did after grabbing the cheese? _____

"Good afternoon, Crow," the fox called out politely. "How lovely you look today! I bet your voice is just as beautiful and that you sing the sweetest of all of the birds in the forest."

1. What compliment did the fox pay the crow? _____
2. What does a crow sound like? _____
3. Why do you think the fox said nice things to the crow? _____
4. During what time of day does this fable take place? _____

The crow began to feel proud as she listened to the fox. She puffed up her feathers, lifted her beak into the air, and opened her mouth to show the fox her musical voice. Just as she did this, the cheese fell out of her mouth and tumbled to the ground. The fox grabbed the cheese and hungrily devoured it.

1. Why did the crow drop the cheese? _____
2. Do you think the fox meant those compliments? Explain. _____
3. What was the first thing the fox did after grabbing the cheese? _____
4. What clues tell you that the fox was probably hungrier than the crow? _____

The fox smiled slyly. As he walked away, he called back to the crow, "It is not wise to trust those who praise you with many compliments."

1. Restate the fox's message in your own words. _____
2. What was the fox's message?
A. Always share your cheese. B. Always compliment others. C. Beware of false compliments.
3. Has anyone ever complimented you to get you to do something he wanted? If so, did it work? _____
4. Have you ever complimented someone to get what you wanted? If so, did it work? _____

Day 3

Name _____

Day 3

The Oak Tree and the Reeds

A mighty oak tree grew along a riverbank. Its trunk was thick, and its branches reached upward into the sky. It towered proudly above a patch of reeds that grew below it along the edge of the water.

On most days, a breeze blew across the river. The leaves of the mighty oak danced, but its branches held firmly in place. The oak laughed at the reeds because the wind was not so kind to them. The reeds trembled and shook as they struggled to stand up straight. But, the reeds did not mind the laughter of the oak; after all, the tree was so much bigger and stronger.

One day, a terrible hurricane approached the river. Its violent winds pulled up the roots of the mighty oak and tossed it to the ground. When the storm was over, the great tree lay in the patch of reeds.

The oak spoke sadly, "The strong winds were able to pick me up and throw me to the ground like a stick. Yet you reeds were able to stay rooted even though you are much smaller. How could this be?"

One reed spoke. "We may be small, but we know how to bend, whether the wind blows gently or violently. You, mighty oak, were too proud and did not know how to bend."

1. By reading the title, do you think this is one of Aesop's fables? _____
2. What types of objects are the two characters in this fable? _____

3. How is the oak tree different from the reeds? _____

4. What is the lesson of this fable?
 - A. It can be better to be flexible than to be strong.
 - B. It is OK to laugh at those smaller than you.
 - C. Stay out of the way of a hurricane.
5. How might a nonfiction article describe the differences between an oak tree and reeds differently from this fable? _____

Name: _____ Date: _____

Companies, Machines and Technology

The Industrial Revolution started on the heels of the Civil War. Many new machines made work easier. Important inventions of this time include the telephone, the cotton gin, the railroad, the telegraph and the gas-engine car. Match the correct facts to each of the machines and then draw a picture of the machine in the box provided.

Invented in 1794 by Eli Whitney, this machine helped workers remove the seeds from 50 pounds of cotton each day.

This steam powered machine helped to transport large amounts of goods and people across the country.

Invented by Samuel Morse this machine let users send messages using a special code.

Invented by Alexander Graham this machine allowed people to talk to each other over long distances.

A smaller mode of transportation, this was the first mode of transportation not to be powered by steam.

1. TELEPHONE 2. COTTON GIN 3. TELEGRAPH 4. RAILROAD 5. GAS-ENGINE CAR

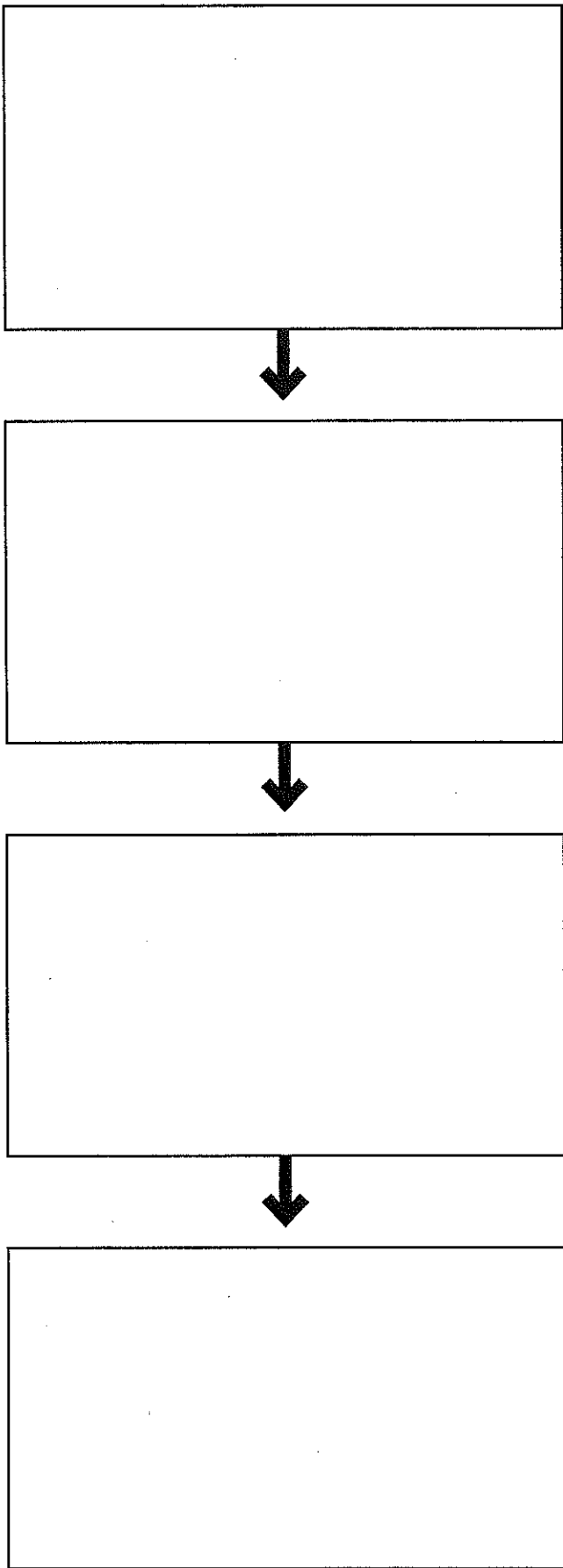
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Name: _____

Date: _____

The Product Flow

Think of your favorite Georgia product. Make a flowchart showing how that product gets from raw materials to the consumer. Begin with the origin of the product and end with the price at the market. You may use words or pictures to fill in the shapes. On the lines, explain the impact of supply and demand on the product and the people involved in each step of the flowchart.



Name: _____

Date: _____

Producers and Consumers

Think about the information you learned about producers and consumers. Read the following sentences. Decide whether the person mentioned in the sentence is a producer or a consumer.

1. Paul is going to the store to buy a new pair of shoes.

2. Nancy makes bookmarks to sell at a craft fair.

3. George runs a dog walking business and walks three dogs each day.

4. Sophia goes to a bakery to buy her mother a birthday cake.

5. Dylan sells baked goods at a school carnival to raise money for his soccer team.

6. Lisa hopes to make a lot of money selling keychains she made at a festival.

Day 4

Name: _____

Name _____

WEEK 1

4.NBT.B.6

Use the area model to solve $524 \div 4 =$ _____.

4	500	24
---	-----	----

4.NF.C.5

If $\frac{4}{10} = \frac{40}{100}$, then $\frac{3}{10} = \frac{\quad}{100}$.

Find equivalent fractions.

$\frac{6}{10} = \frac{\quad}{100}$

$\frac{8}{10} = \frac{\quad}{100}$

$\frac{2}{10} = \frac{\quad}{100}$

4.OA.B.4

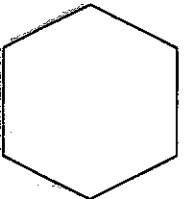
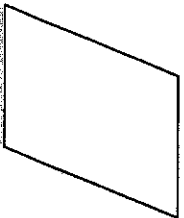
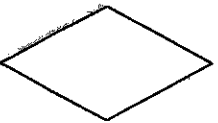
Kathy collected vibrantly colored leaves on her walk through the woods this morning. She wants to arrange the leaves to make a collage she can hang in her room. She has 16 leaves and she wants to arrange the leaves into equal rows and columns. How many different collages could she create? Explain your answer.

Answer _____

Explain _____

4.G.A.2

Describe the group these polygons belong in, based on the kinds of sides they have.



4.MD.A.3

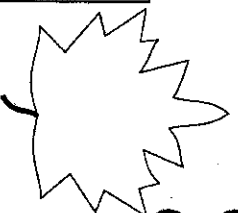
Eddie marked off 72 square meters in his yard to be raked. What are the possible lengths and widths of this area? Explain your answer.

Answer _____
Explain _____

© 2013

2 Brainy Apples

Thursday



Which One is the Greatest?

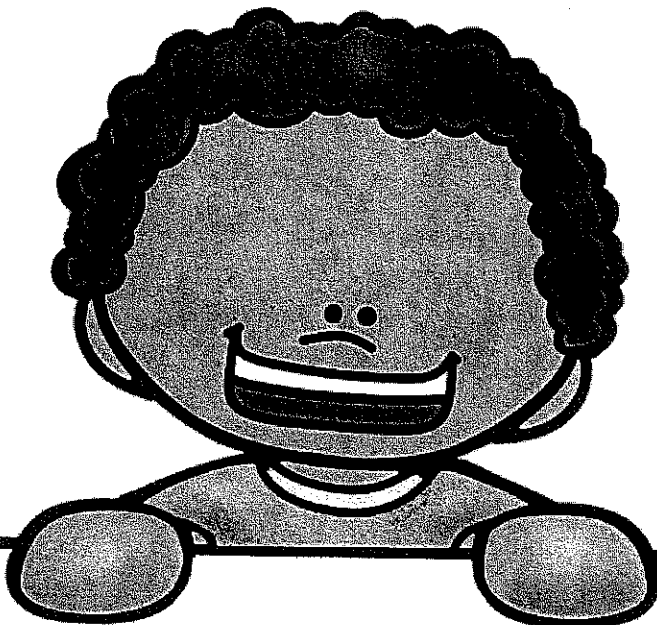
.327

.32

3.2

.4

3.27



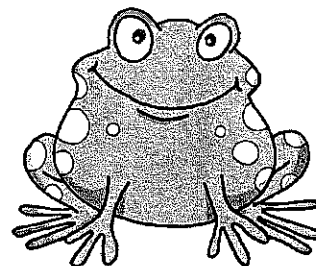
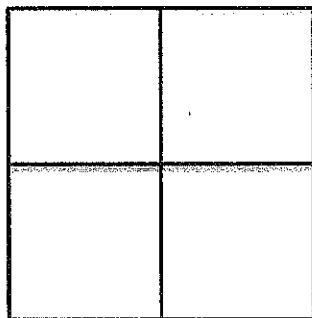
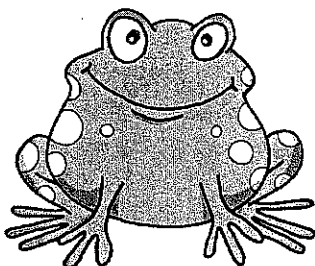
NUMBER TALKS PROBLEM OF THE DAY

True or False?
27 is a prime
number. Explain.

Toothpick Puzzler #3

17

There are four squares below made up of toothpicks.
Can you move two toothpicks to form seven squares?
Take the toothpick challenge!

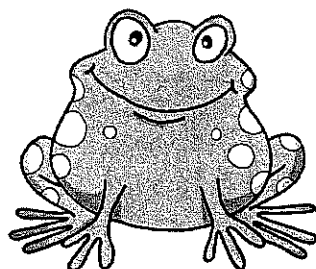
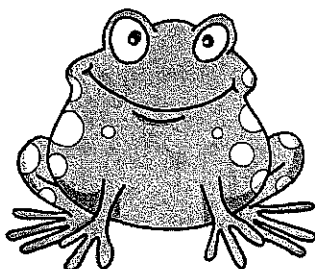


Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Toothpick Puzzler #4

18

There are three toothpicks below.
Can you turn the three toothpicks into six?
Think outside the box!
No fair breaking them!



Early Finisher: Math Puzzles • © 2016 Linda Schwartz • Pizzazz Learning
www.teacherspayteachers.com/Store/Pizzazz-Learning

Day
4

NAME: _____

DATE: _____

A NEW FRIEND FOR NICK

Nick's parents had finally given him permission to get a puppy. Nick was so excited about it that he could hardly wait to bring his puppy home. The family had decided that they would adopt a shelter puppy, so one Saturday, Nick and his parents visited the shelter where Nick volunteered. When they arrived, Nick told the shelter manager why they were there.

"That's wonderful!" said the manager. "We have two litters of puppies that are waiting for good homes. One is a litter of dalmatians, and the other is a litter of corgis."

Nick and his parents looked at one another for a moment. Then, Nick said, "I'm pretty sure we don't have enough room in our home for a dalmatian. Could we look at the corgi puppies?"

"That sounds sensible," Mom said. "I like corgis, and I've heard that they're good family pets."

The manager escorted Nick and his parents to the room where the puppies lived. Within a moment, Nick had found the corgi puppy he wanted. "Look," he pointed. "That's the one I want!" Everyone looked at the puppy Nick had found. He was the smallest of the litter, but he looked healthy and friendly. The manager let Nick and his family cuddle the puppy and play with him for a few minutes. Then Nick said, "I'm absolutely sure about him, Mom and Dad."

Mom and Dad agreed that he was a good choice. Dad asked, "What's his name going to be?"

"How about Tucker? He looks like a Tucker, doesn't he?" Nick asked.

"Tucker it is," said the manager as she printed out the adoption papers. Mom and Dad signed the papers, and then the manager handed Nick and his parents a leash, a bag of food, and three dog toys. "Here are some important things you'll need," she said, handing Nick a list.

Nick looked at the list. They would need a kennel or crate, food and water dishes, and a lot more. "We'll have to go to the pet-supply store next," he told his parents.



NAME: _____ DATE: _____

DIRECTIONS

Read "A New Friend for Nick" and then answer the questions.

SCORE**1** Which prediction is based on the title and illustration?

- (A) Nick is moving to a new town.
 (B) Nick makes a friend at camp.
 (C) Nick will get a new puppy who will become his friend.
 (D) Two puppies do not get along.

2 Why does Nick choose a corgi?

- (A) Dalmatians are too big for the house.
 (B) He is afraid of dalmatians.
 (C) His parents do not like dalmatians.
 (D) He likes corgis better than dalmatians.

3 What is the purpose of this text?

- (A) to entertain
 (B) to persuade someone to get a puppy
 (C) to learn about training a puppy
 (D) to find out how much a puppy costs

4 Why would Nick suggest going to the pet-supply store next?

- (A) The family does not know where the pet-supply store is.
 (B) The family did not find a puppy.
 (C) The family will need to buy things for Tucker.
 (D) The shelter manager works at the pet-supply store.

5 How does the shelter manager probably feel about Nick adopting Tucker?

- (A) worried
 (B) jealous
 (C) furious
 (D) glad

6 What do you think Nick will do when he gets home?

- (A) He will play with Tucker.
 (B) He will do his homework.
 (C) He will watch TV.
 (D) He will go on a bike ride.

7 What can readers learn from Nick and his family?

- (A) Pets should be as large as possible.
 (B) Puppies only need food and water.
 (C) There are many things to consider when choosing a puppy.
 (D) Parents should pick the family pet.

8 Which text would have a similar theme?

- (A) a nonfiction review of a video game
 (B) a poem about cats
 (C) a fictional story about a child choosing a new bike at a toy store
 (D) an advertisement for pet food

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____ DATE: _____

Directions: Use the ^ symbol to add commas to the sentences. Then, write which comma rule you used on the line below each sentence.

Rule 1: Use a comma to separate an introductory element from the rest of the sentence.

Rule 2: Use a comma to indicate a direct address.

Rule 3: Use a comma to separate three or more elements in a series.

1. "Mr. Cogs how does it know when to stop and when to go?" I asked.

2. "This computer-controlled car has over 100 tiny sensors cameras and lasers that act as its eyes."

3. "Plus I don't see any eyes on this thing."

Boost Your Learning! 🚀

The **comma** is one of the most important and most used punctuation marks. It clarifies the meanings of words and helps a reader know when to pause. Use the ^ symbol to insert a comma.

Example: However, some people may not like having driverless cars.

Name _____

Day 4

Prewrite/Brainstorm

When fiction writers select a narrator to tell the story, they choose a point of view. First-person narrators use I/me/my pronouns. Third-person narrators use he/she or the characters' names. On the lines below, list some things that might happen when you take your pet to the veterinarian.

Draft

Write a short paragraph about taking a pet to the veterinarian. Write the paragraph using either first- or third-person narration.

Revise

Revise your paragraph. Is the point of view clear? How does the reader know what the point of view is? Rewrite the paragraph, making sure that the point of view is clear.

Proofread

Read your paragraph again. Do you see any capitalization errors? Are all of the words spelled correctly? Did you use the correct punctuation and grammar? Use proofreading marks to correct the sentences.

- ☐ Capitalization mistakes
- ☐ Grammar mistakes
- ☐ Punctuation mistakes
- ☐ Spelling mistakes

Day 4

Name _____

Day 4

Publish

Write your final copy on a computer or on the lines below.

MAKE SURE it turns out

- **NEAT**—Make sure there are no wrinkles, creases, or holes.
- **CLEAN**—Erase any smudges or dirty spots.
- **EASY TO READ**—Use your best handwriting and good spacing between words.

Name: _____ Date: _____

Constitution Match-up

Match the situation on the left with the correct related constitutional amendment on the right. Match by placing the letter of the amendment or right in the correct blank space before each situation.

_____ 1. A criminal is in court being accused of a crime. Some evidence is brought up against them. The judge discovers that the evidence was stolen from the criminal's car and says the evidence cannot be used against the criminal.

A. Freedom of Speech (First Amendment)

_____ 2. A student is Muslim. Another student is Christian. Still another student is Jewish. There is also a student who does not practice any faith. The four students are all in the same class at school.

B. Freedom of Religion (First Amendment)

_____ 3. A person is at a crime scene. They are taken to jail as a suspect, but then they are let out on bail until a trial can take place.

C. Right to Bear Arms (Second Amendment)

_____ 4. A person at the park is talking about how much they dislike the government. A crowd is gathering, but they are peacefully listening.

D. Right to Privacy (Fourth Amendment)

_____ 5. A hunter gets a new gun for their birthday. They have a permit for the gun.

E. Innocent Until Proven Guilty (Sixth Amendment)

Now, you and your group need to make up your own scenarios for each of the rights and freedoms in the right-hand column. After you have done that, give your scenarios to another group to match up. How many did they get correct?

Name: _____ Date: _____

Bill of Rights Matching

Directions: Read the different situations below. Decide which amendment best matches the situation and write it on the line. Not all 10 amendments will have a match, and some situations may have more than one amendment that matches.

<p>A) Every day at the lunch table, my friend Brian likes to say a prayer to himself before he eats.</p> <p>Which amendment applies to this situation? _____</p>	<p>B) Brett is going to the sporting goods store with his dad to buy a new hunting rifle.</p> <p>Which amendment applies to this situation? _____</p>	<p>C) Aly thinks Katie has stolen her smartphone. She has called the police and asked them to go to Katie's house and look to see if her smartphone is there.</p> <p>Which amendment applies to this situation? _____</p>
<p>D) A water pipe burst at the local Air Force base and the whole base is flooded. The government passed a new law that says everyone in town must allow the soldiers to stay in their houses until the pipe can be fixed.</p> <p>Which amendment applies to this situation? _____</p>	<p>E) Chris has been accused of stealing a video game from the store where he works. He has been in jail for two and a half years waiting for his case to go to trial.</p> <p>Which amendment applies to this situation? _____</p>	<p>F) A new town law has been passed, which states that no one is allowed to skateboard anywhere at any time. A group of students is unhappy about the law and wants to arrange a march to city hall to petition the law to be changed.</p> <p>Which amendment applies to this situation? _____</p>
<p>G) Kaleigh was pulled over by the police for running a red light. She has been given a ticket and fined \$1 million.</p> <p>Which amendment applies to this situation? _____</p>	<p>H) Cameron has submitted a letter to the editor of the local paper about his desire to have a new park built downtown. The newspaper editor does not want a new park, so he refuses to publish Cameron's letter.</p> <p>Which amendment applies to this situation? _____</p>	<p>I) Landon's neighbors have complained that he plays his drums too loudly at night. The neighbors called the police to come and take away his drums.</p> <p>Which amendment applies to this situation? _____</p>

Name: _____ Date: _____

Responsibilities of Citizens

This week, you learned that as American citizens, it is our duty to safeguard the liberties of citizens by preserving the Constitution and respecting the rule of law. Some of the ways citizens can meet this responsibility are listed below. For each item, write why it is important that citizens carry out this responsibility. Then, share your ideas with a partner.

1) obey the laws of the land

This is important because...

2) respect the rights of others

This is important because...

3) respect property

This is important because...

4) serve on a jury when asked

This is important because...

5) serve in the military to defend our country

This is important because...

6) help police and other law

enforcement agencies keep our nation safe

This is important because...

7) vote in elections

This is important because...

8) pay taxes

This is important because...

9) volunteer in the community

This is important because...
