4th Grade Instructional Packet
Week 7 (May 11- 18, 2020)

ELA

- Lesson 4- Similes and Metaphors (pgs. 36-37)
  Read the Introduction and complete the Guided Practice and Independent Practice.
- Lesson 5- Reread passage, "Out to Win" (pg. 34)
  Complete the Short Response on pg. 38.
- Lesson 7- Read the lyric poem, "The Catfish" and complete questions 1 and 2 . (pgs. 39-40).

Social Studies

- Land and Water (pgs. 4-5)
  Read the information on pg. 4 and complete pg. 5.
- A Land Flat and Low & Sinkholes (pgs.6-7)
  Read and complete the questions.

Math

- Lesson 1- Understanding of Equivalent Fractions (pg. 24)
  Use Reference Sheets F, G, and GG to assist.
- Lesson 2- Using Common Numerators and Denominators (pg. 25)
  Use Reference Sheets H, I, J, and K , to assist.
- Lesson 3- Understanding of Fraction Addition and Subtraction (pg. 26)
  Use Reference Sheets L and M to assist.

Science

- Lesson 1- Planet matching Cards (pgs. 1-3)
  Read the clues about each planet on pg. 1. Cut them apart and paste next to the correct planet on pgs. 2 & 3.
- Lesson 2- Solar System (pgs. 4-5)
  Read and complete the three solar system webs.

Week 7 (lesson 4) Grade 4 ELA

Lesson 19

Similes and Metaphors

Introduction Authors sometimes help readers imagine what one thing is like by comparing it to something else. Comparisons can help readers picture what is being described by showing how two things are alike in some way.

- A **simile** makes a comparison using the word *like* or *as*. Look at these similes. The dog's paws are compared to dinner plates. His bark is compared to thunder.

Simile	What It Means
Alicia's dog, Ollie, has *paws* as big as *dinner plates*.	Ollie has very big paws.
His *bark* sounds like *thunder*.	Ollie has a loud bark.

- A **metaphor** makes a comparison without using the word *like* or *as*. In this metaphor, the dog's size is compared to a mountain.

Metaphor	What It Means
Ollie is a *mountain* of a dog.	Ollie is a very large dog.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself, *How are they the same?* Use your answer to figure out what each simile or metaphor means.

1. Ollie's mouth was a trap that held a giant stick.

_____

2. Ollie leapt toward Alicia like a clumsy ballerina.

_____

3. Ollie raced past Alicia like a strong wind.

_____

4. Suddenly, Ollie was a freight train racing into the house.

_____

(lesson 4 continued)

Independent Practice

For numbers 1–5, read each sentence. Then choose the correct meaning of the underlined simile or metaphor.

1 The stick in Ollie's mouth <u>was a sword</u>, knocking over one object after another.

- **A** The stick was heavy.
- **B** The stick was dangerous.
- **C** Ollie was dangerous.
- **D** The stick was made of metal.

2 The plates on the table <u>became flying saucers</u> that Alicia had to dodge.

- **A** Flying saucers came from outer space.
- **B** Alicia had to play dodge ball.
- **C** Alicia had to fly across the kitchen.
- **D** Plates flew through the air.

3 Salad covered the floor <u>like a large blanket</u>.

- **A** The salad was warm.
- **B** The salad tasted awful.
- **C** There was a large blanket on the floor.
- **D** A layer of salad covered the floor.

4 The floor was <u>as sticky as glue</u>.

- **A** Glue covered the floor.
- **B** The floor was a glue stick.
- **C** The floor was very sticky.
- **D** Glue made the floor sticky.

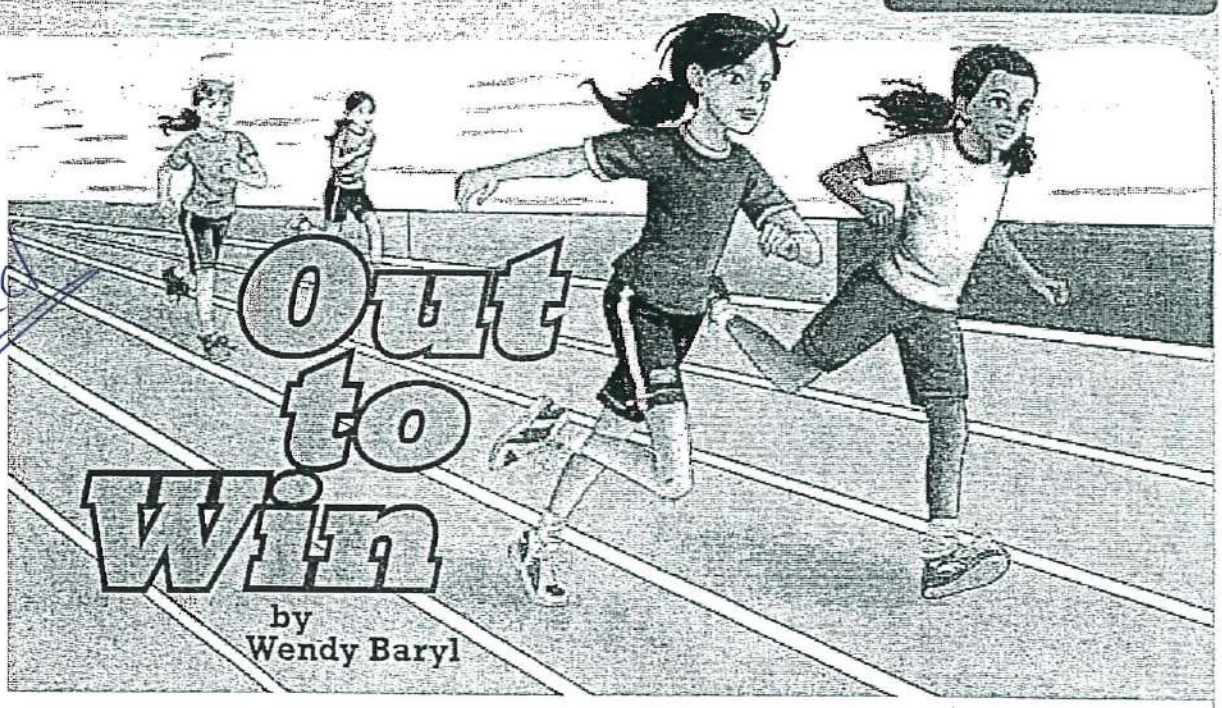
5 Alicia <u>was a whirlwind</u> as she cleaned up the mess.

- **A** Alicia spun wildly.
- **B** Alicia worked quickly.
- **C** Alicia was getting tired.
- **D** Alicia was breathing hard.

Week 7 (lesson 5) Grade 4 ELA

Read

Genre: Realistic Fiction



Out to Win

by Wendy Baryl

Reread

1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.

2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!

3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis[1] at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

Close Reader Habits

Circle unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

[1]**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

(lesson 5 continued)

Write Use the space below to write your answer to the question on page 273.

Out to Win

Short Response Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

HINT Reread paragraph 3 to find all the clues to the meaning of opportunity.

Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Week 7 (lesson 6) Grade 4 ELA

Read

Genre: Lyric Poem

The Catfish

by Oliver Herford, *The Book of Humorous Verse*

The saddest fish that swims the briny ocean,
The Catfish I bewail.
I cannot even think without emotion
Of his distressful tail.
When with my pencil once I tried to draw one,
(I dare not show it here)
Mayhap it is because I never saw one,
The picture looked so queer.
I vision him half feline[1] and half fishy,
A paradox in twins,
Unmixable as vitriol and vichy[2]—
A thing of fur and fins.
A feline Tantalus, forever chasing
His fishy self to rend;
His finny self forever self-effacing
In circles without end.
This tale may have a Moral running through it
As Aesop had in his;
If so, dear reader, you are welcome to it,
If you know what it is!

Close Reader Habits

How does the poet describe the catfish? Reread the poem. **Underline** words and phrases that explain how he imagines a catfish to look.

[1]**feline:** catlike

[2]**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix

(Lesson 6 continued)

▶ **Think** Use what you learned from reading the lyric poem to respond to the following questions.

If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

1 In the poem, one word has this definition: "to cry out in sadness or pain." Underline the word that **best** fits the definition in the following lines from "The Catfish."

> The saddest fish that swims the briny ocean,
> The Catfish I bewail,
> I cannot even think without emotion
> Of his distressful tail.

2 Read these lines from the poem.

> I vision him half feline and half fishy,
> A paradox in twins,
> Unmixable as vitriol and vichy—

What is the meaning of paradox as it is used in the poem?

A a creature with parts that don't seem to go together

B a furry fish with a brother that looks just like him

C a scaly cat that is confused and spins around

D a make-believe animal that has two different heads

Stop

▶ **Talk**

3 Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a "feline Tantalus"? Use the chart on page 277 to organize your ideas about the poem.

▶ **Write**

4 **Short Response** Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus." Use the space provided on page 277 to write your response.

HINT Think of what you know about a cat's usual reaction to a fish.

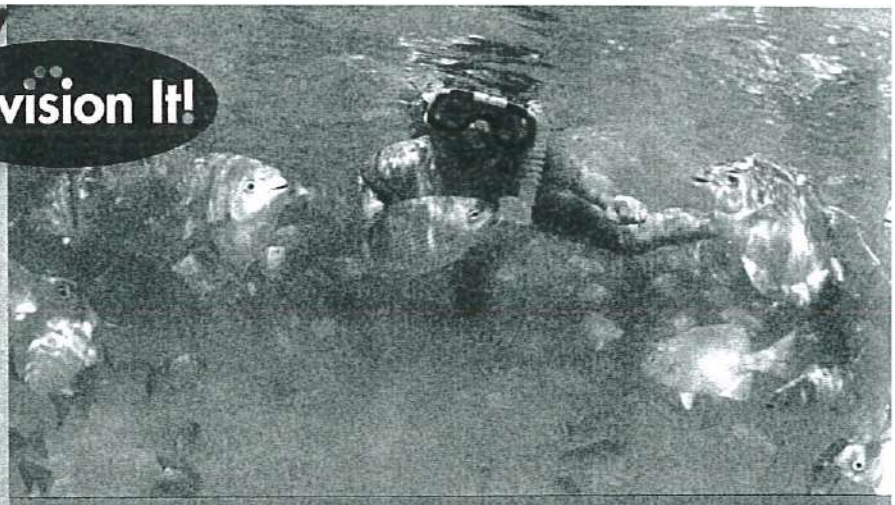
Lesson 1 wk 7

Lesson 1

Social Studies Gr. 4

Land and Water

Envision It!



A young girl snorkels in the clear water off Florida's southern coast.

A stretch of Florida coastline

Florida is like nowhere else. It's often warm and sunny. Then you can go swimming in the ocean. You can play in the woods. You can go fishing in a river. You can kayak on a lake. No doubt about it, Florida's geography is the best!

That's right. Geography makes all kinds of activities possible. Florida's location, landforms, bodies of water, and climate make it a special place to live, work, and play.

Florida's Location

The geography of a place begins with its location. What is Florida's location?

Florida is in the southeastern United States of America. It is on the continent of North America. North America is in the Western Hemisphere, or western half of the globe. The map on the next page shows Florida's location in the Western Hemisphere.

The map also shows that Florida's land has two main parts. The larger part extends to the south. It is a **peninsula,** or land nearly surrounded by water. To the east of the peninsula lies the Atlantic Ocean. To the west is the Gulf of Mexico. To the south are the Straits of Florida. A **strait** is a narrow body of water that connects two larger bodies of water. Across the Straits of Florida is the island of Cuba.

FL **SS.4.G.1.1** Identify physical features of Florida.

I will know that Florida's land is low and flat and that Florida has many bodies of water.

Vocabulary

peninsula	limestone
strait	sinkhole
panhandle	wetland
sea level	barrier island

Describe what makes Florida a fun place to live.

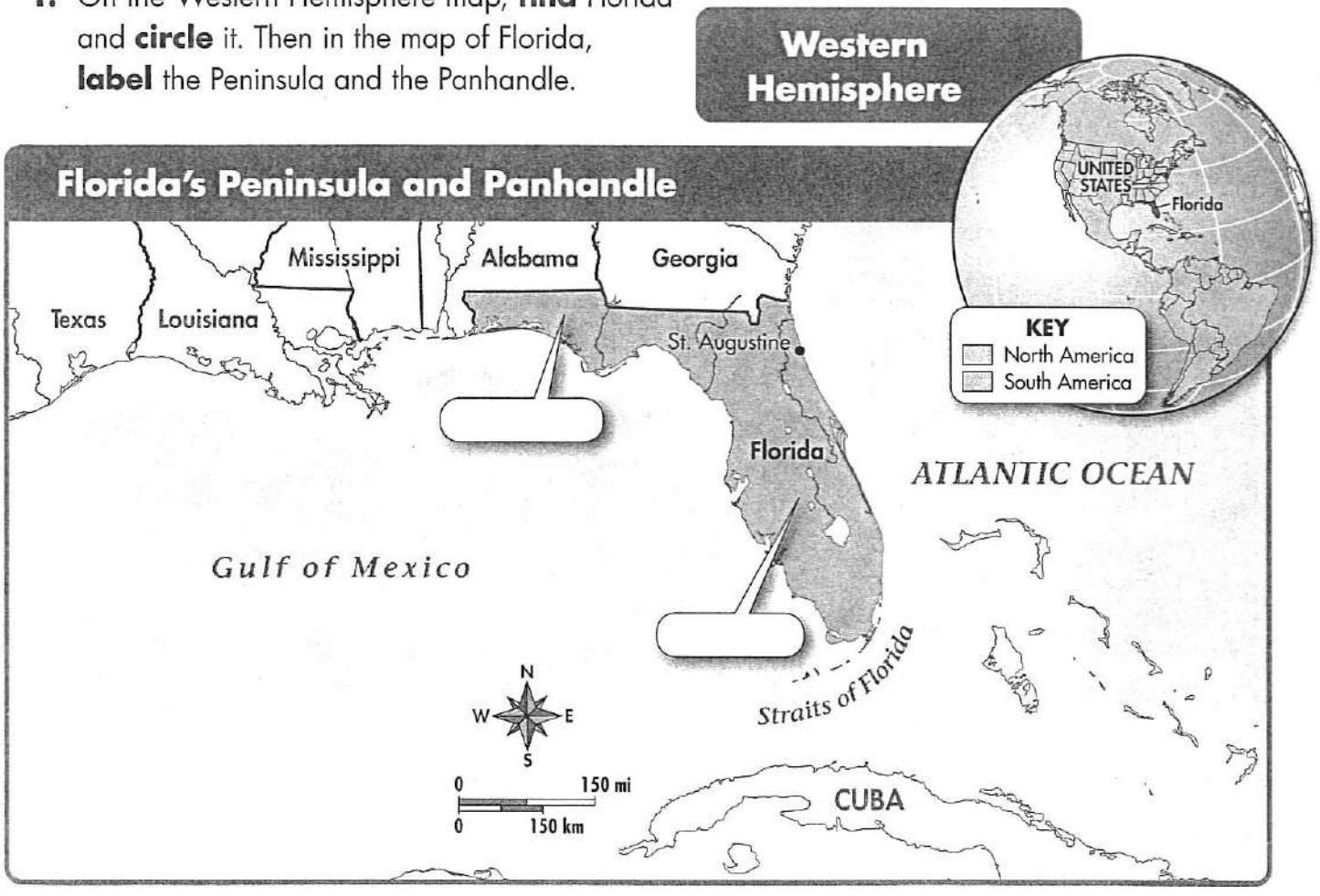
FL Next Generation Sunshine State Standards

SS.4.G.1.1 Identify physical features of Florida.

SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Florida's smaller part is the Panhandle. A **panhandle** is a strip of land that extends from a larger piece of land. The map shows why it's called a panhandle. It sticks out from the rest of Florida just like a handle sticks out from a pan. To the north of the panhandle are Alabama and Georgia.

1. On the Western Hemisphere map, **find** Florida and **circle** it. Then in the map of Florida, **label** the Peninsula and the Panhandle.



WK 7 Lesson 2 Social Studies Gr. 4

A Land Flat and Low

FL SS.4.G.1.1 Identify physical features of Florida.

Much of Florida is low land. That means the land rises very little above the sea around it. The land along the Atlantic and Gulf coasts is the lowest. It rises only about 25 feet above sea level. **Sea level** is the height of the ocean. Inland, the land rises in places to about 100 feet above sea level. The highest point of land in the state is Britton Hill in the western Panhandle. This hill near the Alabama border is 345 feet above sea level.

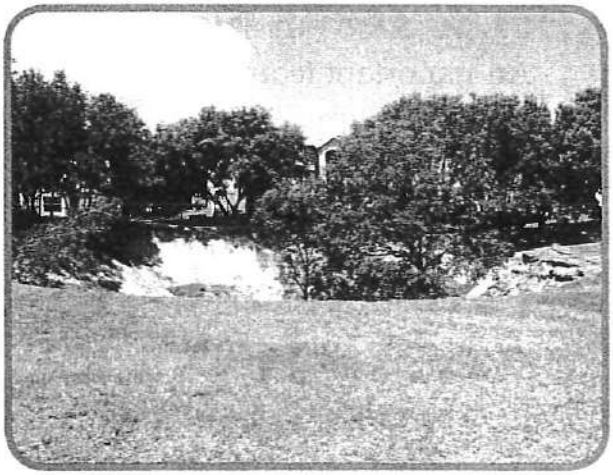
Much of Florida's soil rests on a type of rock called limestone. **Limestone** forms from minerals in seawater. It can also form from the shells and bones of coral, shellfish, and other tiny sea creatures. One type of limestone is called coquina (koh KEE nuh). Coquina can be used to make buildings. One of the oldest buildings in Florida—the Spanish fort in the city of St. Augustine—is made of coquina.

2. Flat land has many uses. It is good to build homes and hotels on. It's also good for farms and recreation. This photograph shows different uses of Florida's flat landscape. **Label** three uses of the land that you see.

Sinkholes

A common feature of Florida's landscape is the sinkhole. A **sinkhole** is created when the earth above an underground cave collapses into the cave. Florida is dotted with large and small sinkholes.

Many of Florida's sinkholes are caused by limestone that is under the soil. Limestone is a soft rock. When rain falls, water seeps down through the soil to the rock below. The water slowly eats away at the limestone. Caves form in the rock. A cave's ceiling collapses when it becomes too weak to hold up the earth overhead.



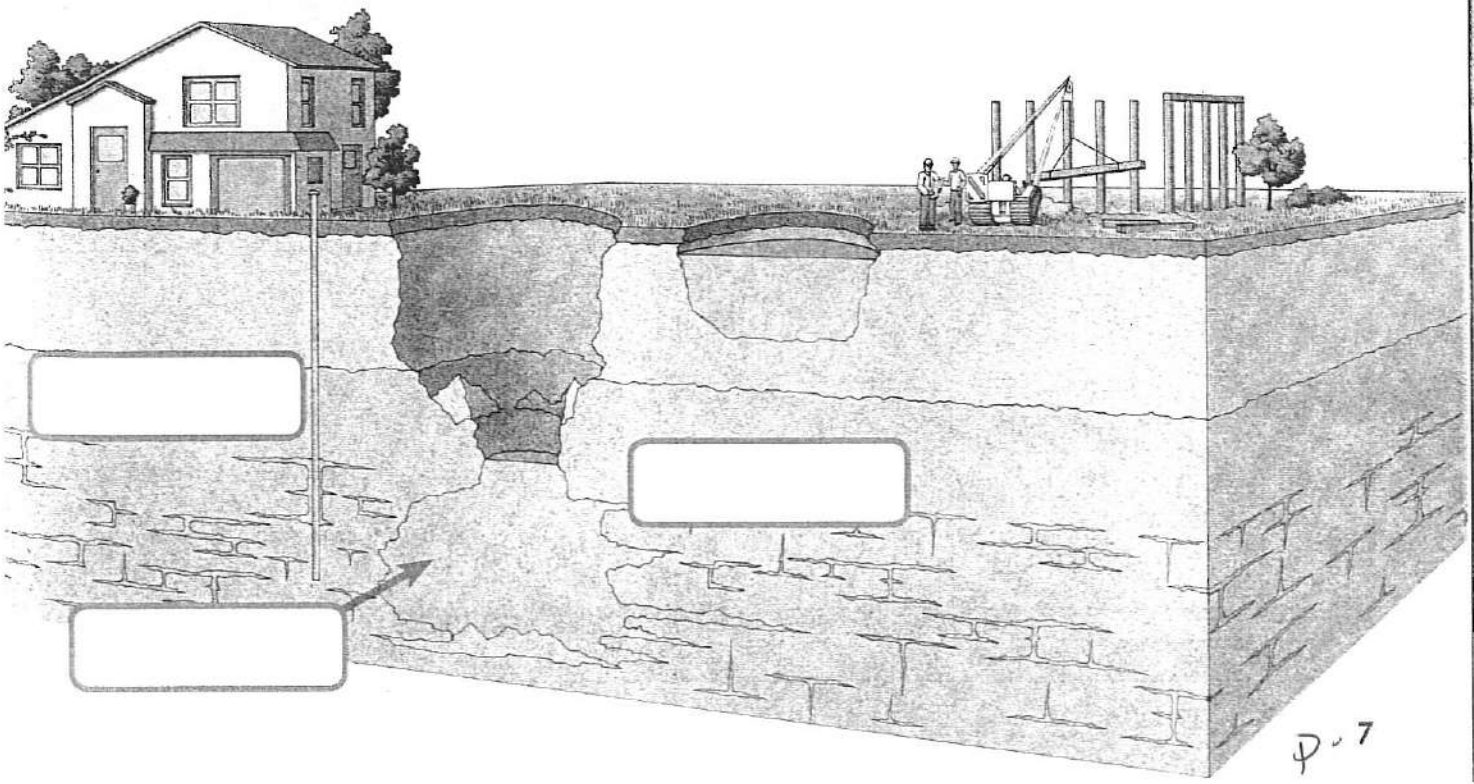
A large sinkhole

FL **SS.4.G.1.1** Identify physical features of Florida.

The diagram below is of a sinkhole. In the diagram, rain is falling on sand and clay soil. The rainwater filters down into the limestone. You can see an underground cave filled with water. The cave also contains earth from a collapsed sinkhole above. Sometimes sinkholes fill with water, forming ponds.

3. **Label** the limestone, the cave, and the sinkhole in the diagram. **Draw** an arrow to show the direction of the water seeping into the limestone rock.

How Florida's Sinkholes Form



4th Grade Math Instructional Packet

Week #7

Assignment #1 - "Understanding Equivalent Fractions" (Pg. 24)

Please refer to Reference Sheets F, G, and GG.

Assignment #2 - "Using Common Numerators & Denominators to Compare Fractions" (Pg. 25)

Please refer to Reference Sheets H, I, J and K.

Assignment #3 - "Understanding Fraction Addition and Subtraction" (Pg. 26)

Please refer to Reference Sheets L and M.

Grade 4 Math Week 7 Lesson 1

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

1 $\frac{2}{4} \times \frac{\square}{\square} = \frac{8}{16}$

2 $\frac{2}{3} \times \frac{\square}{\square} = \frac{12}{18}$

3 $\frac{5}{6} \times \frac{\square}{\square} = \frac{25}{30}$

4 $\frac{2}{3} \times \frac{\square}{3} = \frac{6}{\square}$

5 $\frac{3}{8} \times \frac{5}{\square} = \frac{15}{\square}$

6 $\frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{12}$

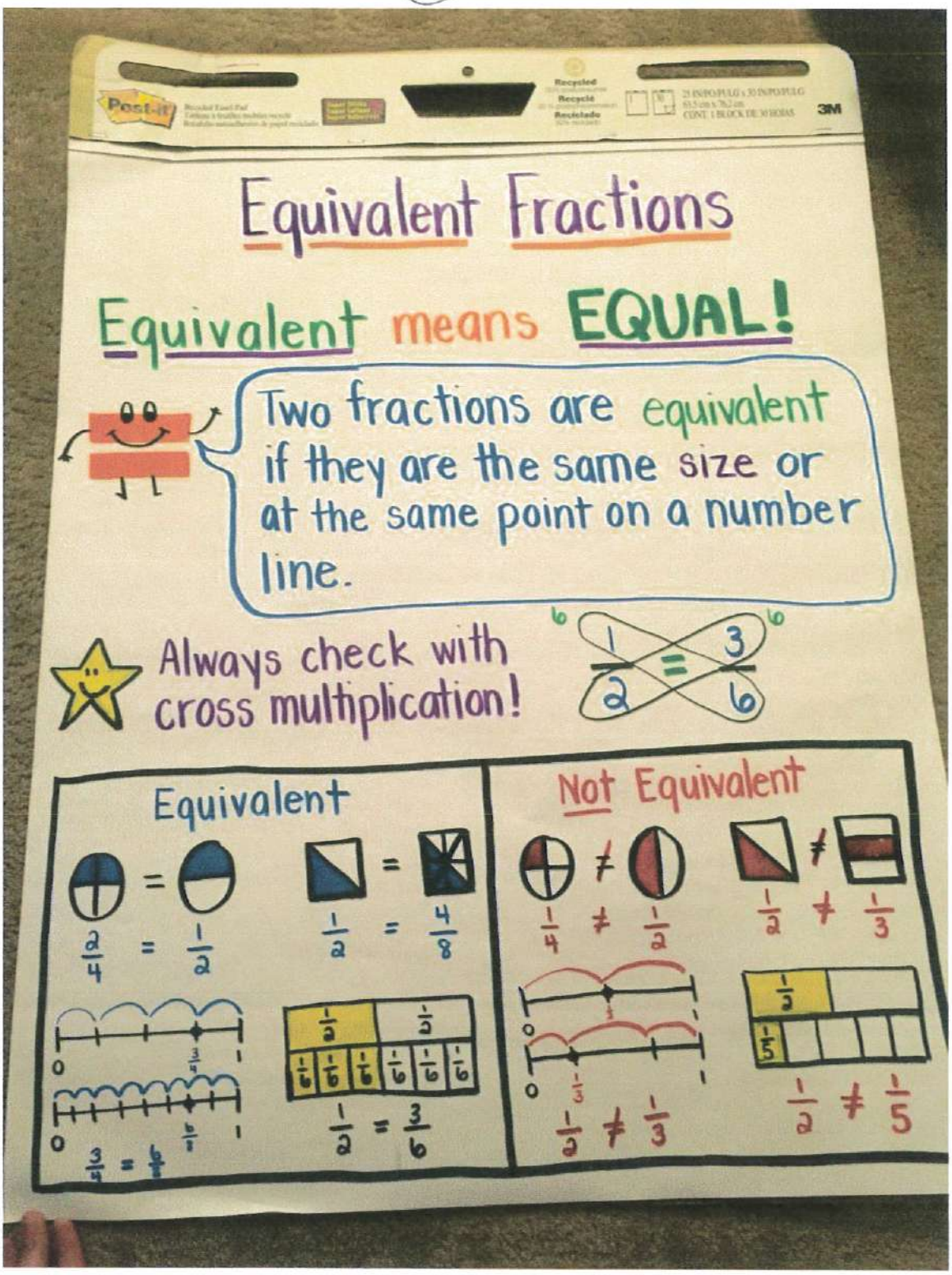
7 $\frac{5}{\square} \times \frac{\square}{\square} = \frac{15}{24}$

8 $\frac{2}{\square} \times \frac{4}{\square} = \frac{\square}{12}$

9 $\frac{\square}{8} \times \frac{2}{\square} = \frac{\square}{16}$

10 Which strategies did you use to solve the problems? Explain why.

Reference Sheet (F)



F

Reference Sheet (G)

Equivalent Fractions

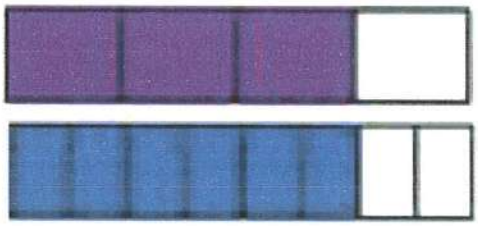
Equivalent means Equal

Two fractions are equivalent if they are the same size or at the same point on a number line.

Multiplication

Multiply the numerator and the denominator by the same number.

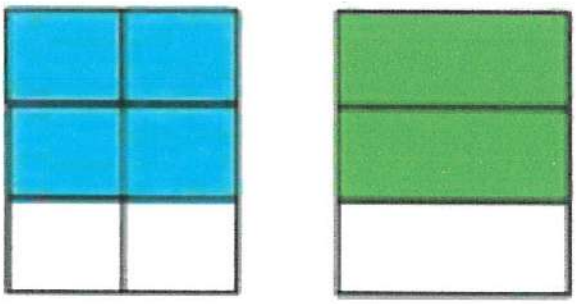
$$\frac{3}{4} \times \frac{2}{2} = \frac{6}{8}$$



Division

Divide the numerator and the denominator by the same number.

$$\frac{4}{6} \div \frac{2}{2} = \frac{2}{3}$$



G

Reference Sheet (GG)

Equivalent Fractions

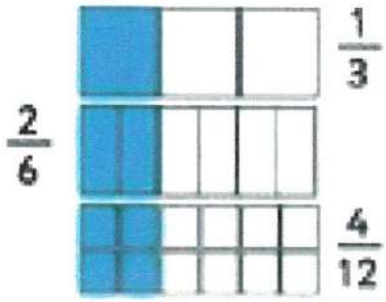
How many pieces

$\frac{\text{part}}{\text{whole}}$

Size of piece

numerator

denominator



These fractions are equivalent – they are different names for the same amounts.

If we flip both fractions, the equality holds

$$\frac{3}{6} = \frac{1}{2}$$

We can generate the second fraction by dividing top and bottom by 3

If we multiply the diagonals, they are equal.

(GG)

Grade 4 Math Week 7 Lesson 2

Using Common Numerators and Denominators

Name: _____

Remember:
< → less than
> → greater than

Compare the fractions. Write <, >, or = .

1. $\frac{3}{4}$ ◯ $\frac{3}{8}$
2. $\frac{2}{3}$ ◯ $\frac{4}{5}$
3. $\frac{1}{5}$ ◯ $\frac{2}{10}$
4. $\frac{2}{10}$ ◯ $\frac{23}{100}$
5. $\frac{7}{8}$ ◯ $\frac{3}{4}$
6. $\frac{7}{12}$ ◯ $\frac{5}{6}$
7. $\frac{10}{12}$ ◯ $\frac{5}{6}$
8. $\frac{53}{100}$ ◯ $\frac{1}{2}$
9. $\frac{2}{8}$ ◯ $\frac{9}{12}$
10. $\frac{1}{6}$ ◯ $\frac{3}{12}$
11. $\frac{4}{5}$ ◯ $\frac{77}{100}$
12. $\frac{1}{3}$ ◯ $\frac{5}{12}$
13. $\frac{1}{4}$ ◯ $\frac{2}{12}$
14. $\frac{9}{10}$ ◯ $\frac{90}{100}$
15. $\frac{2}{3}$ ◯ $\frac{3}{6}$

16. Show a model you can use to check your answer to problem 12.

Reference Sheet (H)

COMPARING FRACTIONS

If both your **DENOMINATORS** are the same...

$$\frac{1}{4} < \frac{3}{4}$$

The alligator eats the **greater** numerator!

If both your **NUMERATORS** are the same...

$$\frac{3}{4} > \frac{3}{8}$$

The alligator eats the **smaller** denominator!

(H)

Reference Sheet (I)

Strategies for Comparing Fractions:

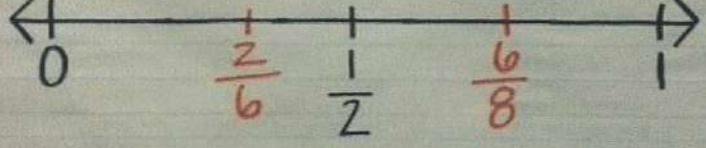
#1 common denominators → compare numerators

$\frac{2}{4} < \frac{3}{4}$ ← More pieces

#2 common numerators → compare denominators

bigger parts → $\frac{2}{6} > \frac{2}{8}$

#3 use $\frac{1}{2}$ as a benchmark $\frac{2}{6} < \frac{6}{8}$



#4 Change one denominator to match the other

$\frac{2}{5} > \frac{3}{10}$ $\frac{2}{5} \overset{\times 2}{=} \frac{4}{10}$ → $\frac{4}{10} > \frac{3}{10}$

#5 Find a common denominator

$\frac{4}{6} < \frac{3}{4}$

$\frac{4}{6} \overset{\times 4}{=} \frac{16}{24}$ $\frac{3}{4} \overset{\times 6}{=} \frac{18}{24}$ $\frac{16}{24} < \frac{18}{24}$

(I)

Reference Sheet (J)

FRACTIONS

Comparing Fractions

-Are the denominators the same?

YES - the fraction with the greatest numerator is bigger.

$$\frac{3}{9} < \frac{6}{9}$$

NO - find equivalent fractions with the same denominator by multiplying.

$$\frac{15}{20} \begin{matrix} \times 5 \\ \times 5 \end{matrix} \frac{3}{4} < \frac{4}{5} \begin{matrix} \times 4 \\ \times 4 \end{matrix} \frac{16}{20}$$

CHEAT CODE: Cross Multiply ("Bottoms Up")

$$\frac{3}{4} \times \frac{4}{5} \quad 15 < 16$$

Shhhh...

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J

Reference Sheet (K)

Comparing Fractions

Are the denominators the same?

Yes the fraction with the greatest numerator is bigger

$$\frac{3}{9} < \frac{6}{9}$$

No find equivalent fractions with the same denominator by multiplying

$$\frac{3}{4} \bigcirc \frac{4}{5}$$

$$\frac{3}{4}\frac{x5}{x5} = \frac{15}{20} \quad \frac{4}{5}\frac{x4}{x4} = \frac{16}{20}$$

$$\frac{15}{20} < \frac{16}{20} \quad \therefore \quad \frac{3}{4} < \frac{4}{5}$$

You can also convert fractions to decimals and compare accordingly

"Cheater" Way: Cross Multiply (Bottoms Up)

then compare the products

$$\frac{4}{7} \times \frac{3}{8}$$

$$\frac{4}{7} > \frac{3}{8}$$

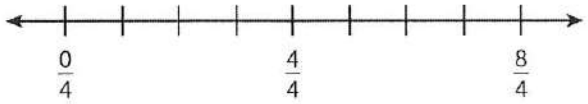
(K)

Grade 4
Math Week 7 Lesson 3

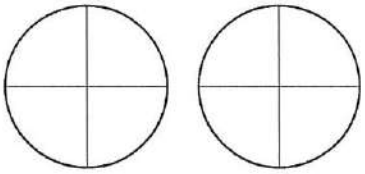
Understanding of Fraction Addition and Subtraction

Name: _____

1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

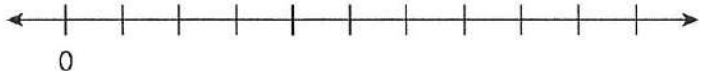


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

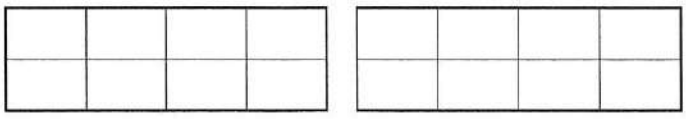


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Reference Sheet (L)

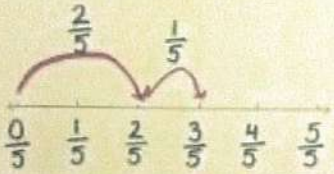
How Can I...

add fractions with like denominators?

Area Model

$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

Number Line



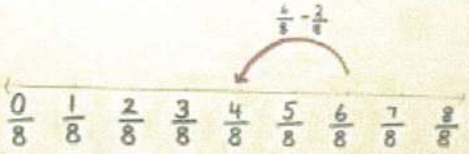
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

subtract fractions with like denominators?

Area Model

$\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$

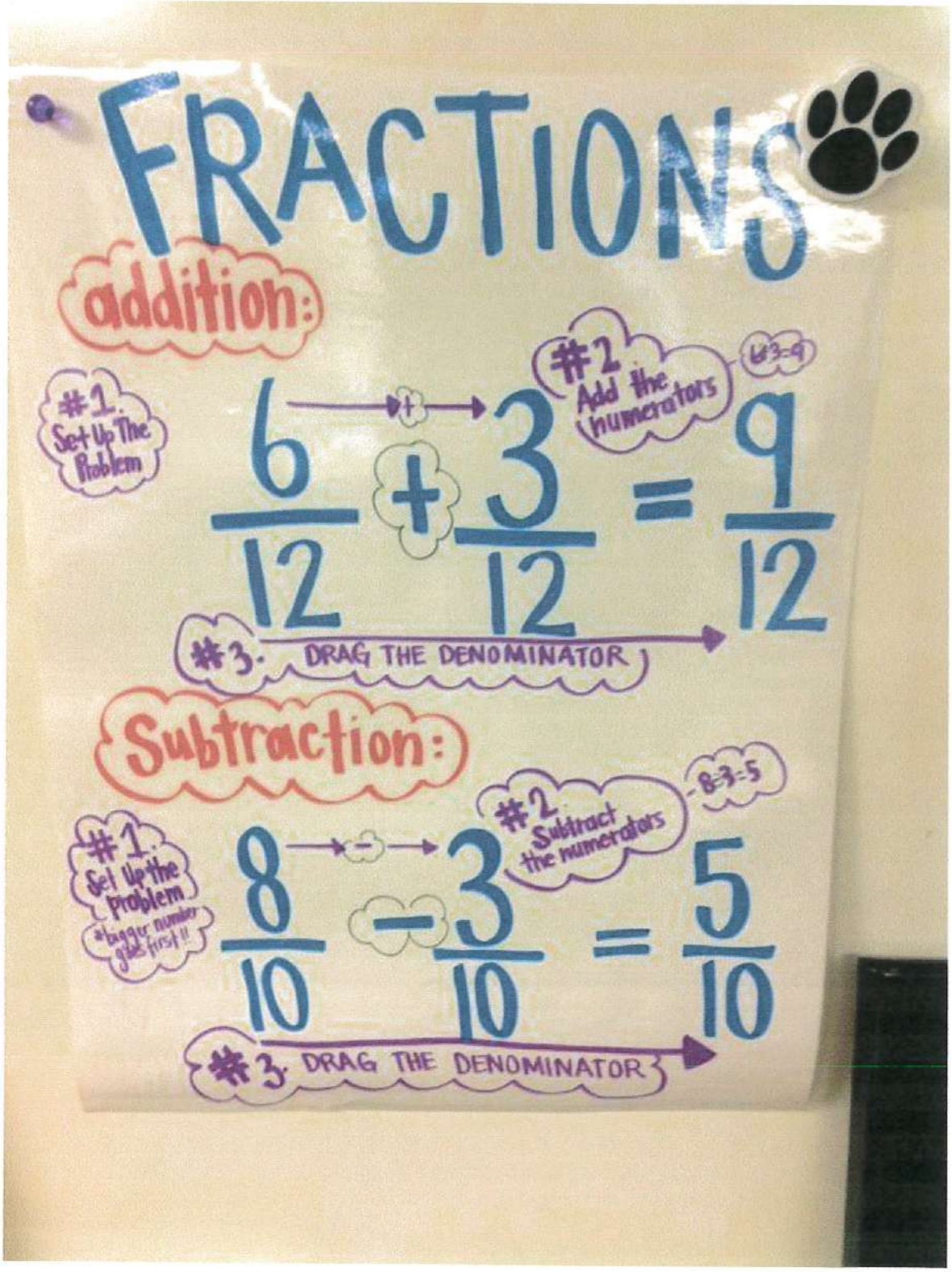
Number Line



$\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$

L

Reference Sheet (M)



(M)

Gr 4
Week 7

PLANET MATCHING CARDS

Science
Lesson 1

The fifth planet from the Sun and the first of the gas giants.	The closest planet to the Sun. Its orbit around the Sun lasts 88 days.
The second gas giant (sixth planet from the Sun). It is surrounded by rings which are composed of ice.	The second terrestrial planet. It is the brightest planet.
The seventh planet from the Sun. The center is a frozen mass of methane and ammonia which gives the planet a blue-green color.	The third planet in the Solar System. It is the only planet to have a 21% oxygen level in its atmosphere.
The last planet in the Solar System. It takes 165 years for it to orbit around the Sun.	The fourth planet from the Sun. It is nicknamed the "Red Planet".

Gr. 4
Week 7 PLANET MATCHING

Science
Lesson 1

MERCURY	
VENUS	
EARTH	
MARS	

Gr 4
Week 7

PLANET MATCHING

Science
Lesson 1

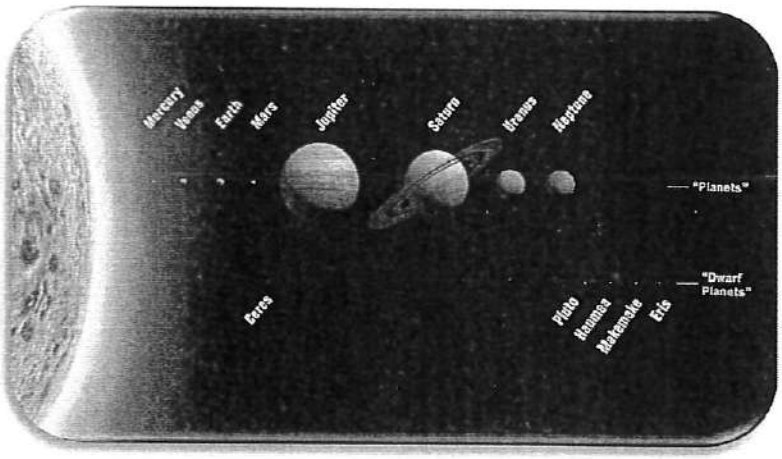
JUPITER	
SATURN	
URANUS	
NEPTUNE	

Grade 4
Week 7

Lesson 2

Solar System

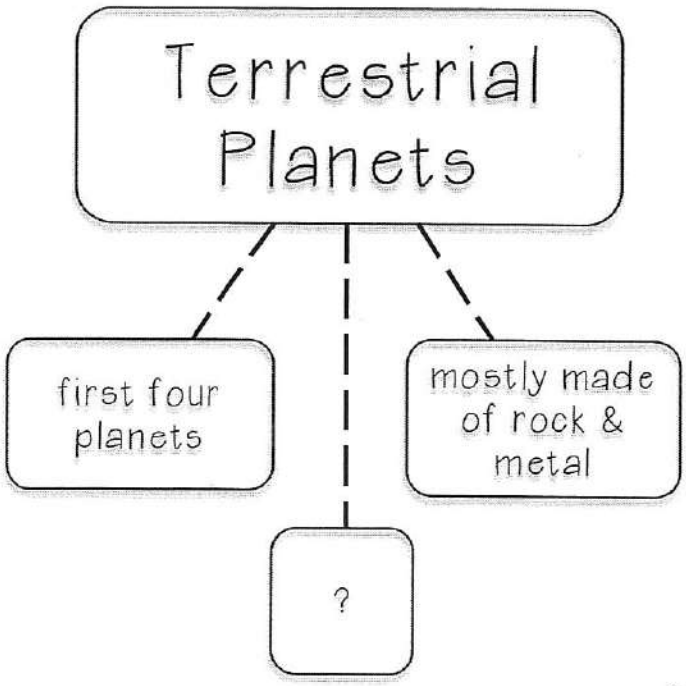
The Solar System is the Sun and all of the objects in space that orbit it. The Sun is orbited by planets, moons, asteroids, comets and other things.



Planets & Dwarf Planets of The Solar System

The Sun is a star. It contains 99.9 percent of the Solar System's mass. This means that it has strong gravity. The other objects are pulled into orbit around the Sun.

There are eight planets in the Solar System. In order of increasing distance from the Sun, they are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The first four planets are called terrestrial planets. They are mostly made of rock and metal, and they are mostly solid. The last four planets are called gas giants. This is because they are large planets that are mostly made of gas. They also have much more mass than the terrestrial planets.



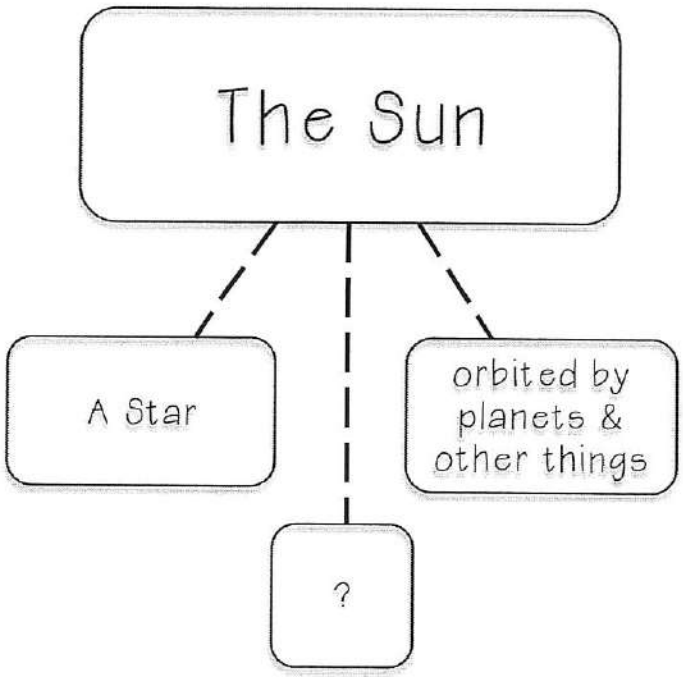
1. Look at the web. Which of the following would best complete the web?

a) Called Gas Giants

b) Large Planets

c) Mercury, Venus, Earth, Mars

d) Jupiter, Saturn, Uranus, Neptune



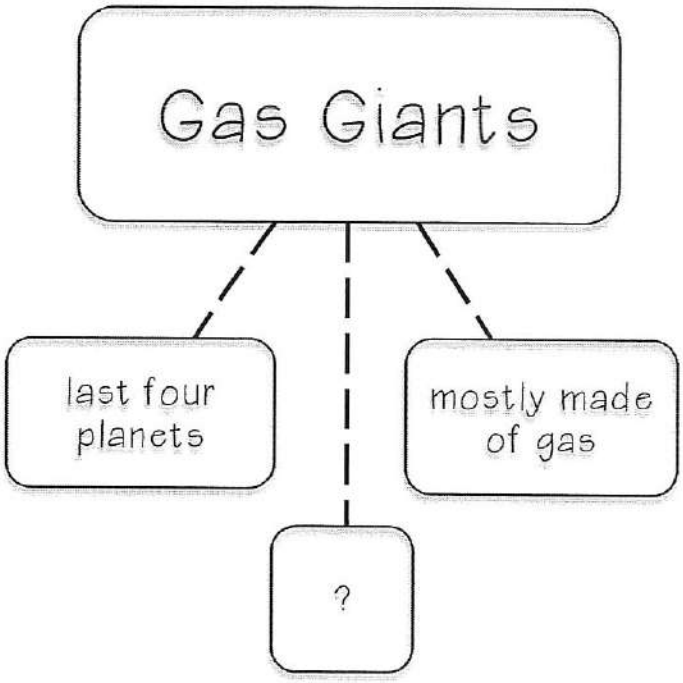
2. Look at the web. Which of the following would best complete the web?

i) Has strong gravity

j) Has no gravity

k) Has eight planets

l) Orbits around the other planets.



3. Look at the web. Which of the following would best complete the web?

e) Called Gas Giants

f) Are better than Terrestrial planet

g) Mercury, Venus, Earth, Mars

h) Jupiter, Saturn, Uranus, Neptune