

4th Grade Week 3

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917.

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources - March 2020 Week 3 - 4th Grade

Parent/Guardian Instructions:

below are provided in these additional print materials. For reading and math, you will find lesson materials as well as "apply to provide you with 30-40 minutes of learning support per subject for each day. All materials listed in the learning calendar You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended it" materials. "Apply it" materials are in the form of games, reader's responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

	Day 12	Duy 13	Day 14	Day 15
Lesson: Lesson 8 (page Less 120-121)	Lesson: Lesson 8 (page 122–123)	Lesson: Lesson 8 (page 124-125)	Lesson: Lesson 8 (page 128-131)	Lesson: Lesson 8 (page 128-133)
Read the "Read" section. Complete the Think and Grar Talk activity Apply It: Read your independent text. Create a about think activity to complete your based on your own text. If your text does not have images, complete the chart based on details in the text.	Read the passage "Meeting Grandma." Complete the Think and Talk activities. Apply It: Read your independent text. Think about how the setting in your text impacts the events in the story.	Read the passage "Baseball Lessons." Complete the Think and Talk activities. Apply It: Complete the Write activity on a separate sheet of paper.	Read the passage "King Lear." Complete #1-3 in the Think activity. Be sure to go back to find evidence in the text to support your thinking. Apply It: Read your independent text. Stop and jot on a sticky note where you see details about the setting that make an impact on the story.	Reread the passage "King Lear." Complete #4–5 in the Think activity. Complete the Write activity by writing or share your thinking with someone at home.

Math

Day 11: Add and Subtract Time	Day 12: Show Multiplication (Multiplicative Comparison)	Day 13	Day 14	Day 15
		Lesson: Complete pages 43 Lesson: Complete pages	Lesson: Complete pages	Lesson: Complete pages
Lesson: Complete pages	Lesson: Complete pages 41	and 44- Reason and Write	263 and 264-Perimeter	267 and 268- <u>Solve Area</u>
317 and 318- Find the End	and 42-Show Multiplication		and Area	<u>Problems</u>
Time in Word Problems		Apply It: Writing	7	
	Apply It: Writing	Multiplication Equations	Apply It: Use Perimeter and	Apply It: Perimeter and

						-			
Area Problems									
Area Vocabulary									
(+)	Materials Needed:	• Number Cards (from	week 1)	 Make Your Own Dice 	(from Week 2) or	use dice from	another game you	may own.	
Comparisons from	Multiplication Equations		Materials Needed:	 Make Your Own Dice 	(from Week 2) or	use dice from	another game you	may own.	
It: Add and Subtract	<u>Time</u>								

Social Studies

Days 11–15
Complete three activities of your choice from the "North Carolina Constitution" Choice Board. Use the North Carolina Constitution Summary handout to complete the activities on the choice board.

Lesson 8 Describing Settings and Events in Stories



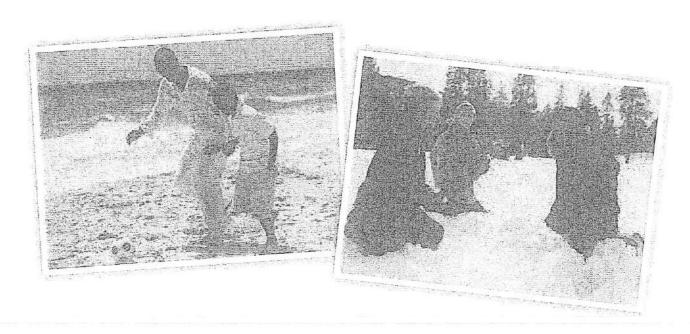


Using details to describe the settings and events in a story helps you better understand the stories you read.

Read When you read a literary text, you learn about important things that happen to the characters, the **problems** they face, and **solutions** they come to. These are the story **events**. You also find out about the **settings**, or where and when the events occur.

To get the most from a story, look for **details** about the story events, including the characters' actions and reactions, as well as their thoughts and feelings. Also look for details describing how a setting looks and when and where the story takes place. Paying attention to these details helps you make sense of what happens in the story.

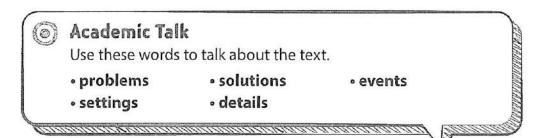
Look at each photo below. What details tell you about the setting? What details tell you about each event?



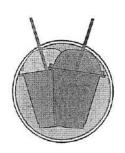
Think What have you learned so far about story settings and events? Think about the important details you saw in each photo. Which details tell when and where the event occurs? Which tell about what is happening? Complete the chart by adding details, settings, and events.

	Left Photo	Right Photo
Details		
Setting (Place and Time)		
Events (What is happening?)		

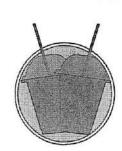
- Talk Share your chart with a partner.
 - Which details did each of you include?
 - How did each of you describe the events and settings?
 - How did the details in the photos affect your understanding of the time, place, and events being shown?







Meeting Grandma



by Gillian Adams

Several years ago, when I was about seven, my grandma flew to St. Louis to visit us. That summer, it was so blazingly hot that we rarely bothered to go outside, so naturally we were thrilled to go with our parents to pick her up from the airport.

The airport was a new experience to my brother and me. We rushed excitedly from one shop to another, fascinated by all the things anyone with money could buy. Eventually, we turned our attention to the restaurants, pleading for a pretzel, ice cream, a cold drink—

anything.

Our parents finally agreed to buy us each a fruit smoothie. We thought carefully about the flavors—blueberry, strawberry, banana—what to choose? After a while, we made up our minds and ordered. Then the server was o-so-slow in preparing the drinks, but finally, the delicious concoctions were ready. Gratefully, we sank into our seats and began slurping them down. They were really, really cold, so we took our "sweet" time.

And that is where Grandma found us twenty minutes later. We had completely lost track of the time! Grandma's plane had arrived, and worried that we were lost, she had come in search of us.



Underline details that tell you about the story setting and events.

Explore

What is the setting, and how does it influence the story characters and events in "Meeting Grandma?"



Think

Fill in the chart with details about the story setting and events.

Think about how the setting—the time and place—influences what happens in the story.

Setting		and the second s
First	,	
Next	•	
Last		

How does the setting affect the family's actions, and how does that lead to the last important event in the story?

Talk

Describe the story setting in "Meeting Grandma." How did it influence the characters and story events?



Short Response Describe the way the story setting of "Meeting Grandma" affected the characters and events. Include details from the story to support your response. Use the space provided on page 126 to write your response.

HINT Identify details that explain why the characters lost track of time.

Baseball Lessons

by Bianca Gomez

- For weeks Elena's brothers had been promising to teach her how to play baseball. Today, though, when she pestered them to join a game, Jorge said no. "Go away, little one!" he exclaimed. "This game is for expert players." How dare he call her little one!
- Elena slammed the door hard and stomped into the kitchen where her grandmother was busy making the evening meal.

 Elena threw down her backpack and slumped in a chair. "Jorge and Hector won't teach me how to play baseball, Abuela," she grumbled. "They won't let me play because I don't even know how to catch, throw, or hit the ball—but how will I ever learn unless someone teaches me?"
- 3 "Ah, Chica, this is your lucky day," smiled Abuela. "In my youth, I had quite the reputation for being a good pitcher. We'll have to start some practice sessions outside."
- For the next three weeks, they practiced daily in Elena's backyard. Abuela taught Elena everything she knew about baseball, which happened to be quite a lot. Finally, she sent Elena off to find a game.
- Elena soon located her brothers and their friends in a game at the park. When she asked to join in, Jorge tried to send her away, but then one of his friends threw Elena a long, high ball. Reaching up with her glove, she made the catch easily. "Wow!" said Jorge. "How did you learn to catch like that?"
- 6 "Abuela taught me. I can throw hard and smash the ball, too."
- "Well, if Abuela taught you, you must be good because she taught Hector and me, too," he laughed and nudged her gently. "Welcome to the game."



Close Reader Habit

What is Jorge's attitude toward Elena at the beginning of the story? Why does it change? Reread the story. Underline details that show why Jorge's attitude toward Elena changes.

Describing Settings and Events in Stories Lesson 8

Think Use what you learned from reading the story to respond to the following questions.

- Reread paragraph 2. Which **two** events result from what Elena says about her brothers' unwillingness to teach her to play baseball?
 - A Jorge calls Elena "little one" and tells her to go away.
 - **B** Jorge and Hector find a friend who teaches Elena how to play.
 - **C** Elena and Abuela practice baseball for three weeks.
 - **D** Jorge tries to send Elena away when she asks to join a baseball game at the park.
 - **E** Elena learns how to reach up and catch a long, high ball easily.
 - F Abuela teaches Hector to play baseball.
- Which details **best** describe the settings in this story?
 - A Elena's kitchen chair and the park
 - B the park and Elena's backyard
 - C Abuela's kitchen and the park
 - **D** the park on two different days

Talk

Which story events explain the change in Jorge's attitude toward Elena? What does Elena learn that makes him change his mind? List the events in the chart on page 127 to help organize your thoughts.



Write

Short Response Describe the events that lead to a change in Jorge's attitude toward Elena. Include story details to support your response. Use the space provided on page 127 to write your response.



In some stories, a character's feelings and actions are what impact the story's outcome the most.

HINT Identify the important events that take place in the story.

Read

Genre: Short Story

by William Shakespeare

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- grudge
- · proposed
- · conduct

adapted from a retelling in Beautiful Stories from Shakespeare

King Lear was old and tired. He was aweary of the business of his kingdom. He wished only to end his days quietly near his three daughters. . . .

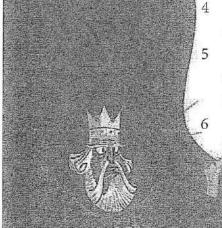
2 Lear called his three daughters together, and told them that he proposed to divide his kingdom between them. "But first," said he. "I should like to know how much you love me."

Goneril, who was really a very wicked woman, and did not love her father at all, said she loved him more than words could say. She loved him dearer than eyesight, space, or liberty, more than life, grace, health, beauty, and honor.

"I love you as much as my sister and more," professed Regan. "I care for nothing but my father's love."

Lear was very much pleased . . . and turned to his youngest daughter, Cordelia. "Now, our joy, though last not least," he said. "The best part of my kingdom have I kept for you. What can you say?"

"Nothing, my lord," said Cordelia.



Describing Settings and Events in Stories Lesson 8

- 7 "Nothing can come of nothing. Speak again," said the King.
- 8 And Cordelia answered, "I love your Majesty according to my duty no more, no less."
- 9 This she said, because she was disgusted with the way in which her sisters professed love, when really they had not even a sense of duty to their old father.
- "I am your daughter," she went on. "You have brought me up and loved me. I return you those duties back as are right and fit, obey you, love you, and most honor you."
- Lear, who loved Cordelia best, had wished her to make more extravagant professions of love than her sisters. "Go," he said. "Be forever a stranger to my heart and me." He divided the kingdom between Goneril and Regan, and told them that he should only keep a hundred knights at arms, and would live with his daughters by turns. . . .
- The King now went to stay with this daughter Goneril, who had got everything from her father that he had to give. She now began to grudge even the hundred knights that he had reserved for himself. She was harsh and undutiful to him. Her servants either refused to obey his orders or pretended they did not hear them. . . .
- "Goneril," said Lear, "I will not trouble you further—yet I have left another daughter."

ulum Associates, LLC - Copying is not per

- So he set out with his followers for the castle of Regan. But she, who had 14 formerly outdone her sister in professions of attachment to the King, now seemed to outdo her in undutiful conduct. She said that fifty knights were too many to wait on him, and Goneril . . . said five were too many, since her servants could wait on him.
- 15 Then when Lear saw that what they really wanted was to drive him away, he left them. It was a wild and stormy night, and he wandered about the heath half mad with misery. . . .
- Here [Cordelia and her friends] found poor King Lear, wandering about 16 the fields, wearing a crown of nettles and weeds. [She] brought him back and fed and clothed him. Then Cordelia came to him and kissed him.
- 17 "You must bear with me," said Lear. "Forget and forgive. I am old and foolish."
- 18 And now he knew at last which of his children it was that had loved him best, and who was worthy of his love. . . .

Think Use what you learned from reading the story to respond to the following questions.

- Reread paragraph 11. Which statement about story events best shows the relationship between King Lear and Cordelia at this point?
 - King Lear began to believe that Cordelia had outdone her sisters in undutiful conduct.
 - King Lear saw that each of his daughters really had wanted to drive him away all along.
 - King Lear sent Cordelia away because she did not give him a strong enough expression of her love.
 - D King Lear knew at last that each of his daughters had never really loved him the way she had claimed.
- Choose two statements that best describe the setting of the story.
 - A Lear's castle is too small for his daughters to live there.
 - Regan's castle is surrounded by fields of nettles and weeds.
 - The story takes place on a windy winter night. C
 - **D** It is a time when kings rule and knights serve them.
 - The castles are chilly places without much light. E
 - Lear's kingdom is large, wealthy, and beautiful. F
 - **G** Goneril's castle is bigger and fancier than Regan's.
- Read the sentence from paragraph 17 in the passage.

"You must bear with me," said Lear. "Forget and forgive. I am old and foolish."

Which dictionary definition best defines the word bear as it is used in the sentence?

- A stand up to
- get over
- put up with
- provide for

This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which statement best describes why King Lear's feelings about Goneril started to change?

- She was a stranger to his heart.
- She began to be mean and disrespectful.
- She allowed fewer than fifty of her knights to serve him.
- **D** She sent him outside to wander alone in the heath.

Part B

Underline two sentences in paragraph 12 that best support your answer in Part A.

The King now went to stay with this daughter Goneril, who had got everything from her father that he had to give. She now began to grudge even the hundred knights that he had reserved for himself. She was harsh and undutiful to him. Her servants either refused to obey his orders or pretended they did not hear them....

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Find the End Time in Word Problems

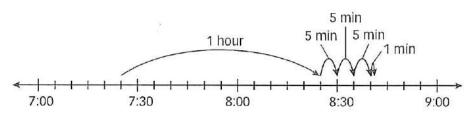
Study the example showing how to find the end time when you know the start time and the elapsed time. Then solve problems 1–6.

Example

Cam is building a model of a space station. Last night she worked 1 hour 16 minutes on the model. She started building at 7:25. What time did she stop?

Start at 7:25.

Count on 1 hour first. Then count on 16 minutes.



The time the last jump ends is the time Cam stopped. Cam stopped at 8:41.

Look at the Example. Fill in Cam's start time, end time, and elapsed time.

start time _____

end time _____

elapsed time _____

2 Look at the times you wrote in problem 1. Suppose Cam stopped work at 8:45 PM. Tell how either the start time or elapsed time would need to change to make this so. Explain.

dd and Subtract Time

Solve.

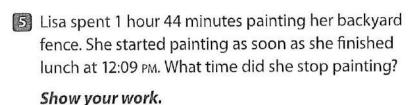
Tomas spent 1 hour 20 minutes riding his bike along the Kings Mountain Gateway Trail on Sunday. He started his bike ride at 10:30 AM. What time did his bike ride end?

Show your work.

Solution:	

Chip worked in the school garden before going home after school. School ended at 2:40 pm. Chip weeded the garden for 25 minutes, then picked vegetables for 13 minutes. Complete the jumps on the clock to find what time Chip finished working in the garden. Remember to label each jump.

Chip finished working in the garden at _____





Monica made a bead bracelet to send to her grandmother. She started making the bracelet at 4:15 PM. It took her 55 minutes. Then she spent 10 minutes wrapping the bracelet. What time was it when Monica finished wrapping?

Show your work.



Add and Subtract Time

Day 11

Solve the problems.

Lily arrives at the Greensboro train station at 7:52 AM. The train she takes to Durham leaves at 8:39 AM. How long does Lily wait before the train leaves?

13 minutes

91 minutes

47 minutes

D 1 hour 13 minutes

Does she wait longer than 1 hour or shorter than 1 hour?

2 Otis took a drive along the Blue Ridge Parkway. He drove for 1 hour 47 minutes before he stopped to eat lunch at a scenic overlook. He stopped at the overlook at 2:52 pm. What time did Otis start to drive? Show your work.

Do you count forward or backward from the time he stopped?

Solution: _

Sam is making an apple cake that takes 20 minutes to prepare and 1 hour 15 minutes to bake. He wants to have the cake out of the oven by 4:45. What is the latest time he can start making the cake?

A 3:10

3:50

3:30

4:10

Zach chose B as the correct answer. How did he get that answer?

How many steps are described for making the apple cake?



Do you need to

compare the start

times, end times, or elapsed times?

Solve.

Sonia's volleyball practice starts at 3:30 and lasts 1 hour 25 minutes.

Miles' soccer practice starts at 3:15 and lasts 1 hour 40 minutes.

Tell whether each sentence is True or False.

a. Sonia's practice is longer than Miles' practice.

True False

b. Miles' practice starts before Sonia's practice.

True False

c. The two practices end at the same time.

True False

d. Both practices end before 5:00.

True False

A movie on TV is 1 hour 56 minutes long with commercials. There are 6 commercial breaks, and each break is 4 minutes long. How long is the movie without the commercials? Circle the letter for all that apply.

How can you find how much time the commercials take altogether?

- A 30 minutes
- **B** 92 minutes
- C 140 minutes
- D 1 hour, 20 minutes
- E 1 hour, 32 minutes

Show Multiplication

Day 12

Study the example showing how a bar model is used to show multiplication as a comparison. Then solve problems 1-7.

Example

Harris rides his bike 5 blocks to school. Daniel rides his bike 3 times as far as Harris. How far does Daniel ride his bike to school?

You can use a bar model to show multiplication as a comparison.

15 is 3 times as many as 5.

Harris

5

 $15 = 3 \times 5$

Daniel

5	5	5
		(A)

Use the bar model to the right to describe the comparison and write an equation.

48 is _____ times as many as _____. ____ = ___ × ____

	6	6	6	6	6	6	6	6
--	---	---	---	---	---	---	---	---

Draw and label a bar model to show a number that is 5 times as many as 7.

3 Write a word problem that the bar model in problem 2 could represent.

Solve.

Tara scored 6 times as many soccer goals as Leah during one season. Leah scored 3 goals. Draw a bar model and write an equation that represents the number of goals Tara scored.

- What two comparisons does the equation 4 × 2 = 8 show?
 a. _____ is _____ times as many as ______.
 b. _____ is _____ times as many as ______.
- Draw two different bar models to represent $2 \times 4 = 8$.

A pet caretaker walks dogs 9 times a day. He walks dogs from Monday to Friday, 5 days a week. Draw and label a bar model to show the total number of times the caretaker walks dogs in a week.

Writing Comparisons from Multiplication Equations

What You Need

- number cube (1–6)
- Recording Sheet for each player

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88	•	- 6	44	7.
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Check Understanding

For which products in the game could you write more than one set of comparisons? Give two examples.

What You Do

- **1.** Take turns. Toss the number cube. Find the equation to match the toss.
- 2. Find the correct box on your **Recording**Sheet. Complete the two comparisons.
- **3.** Your partner checks the comparisons. You score 1 point for each correct statement.
- **4.** If you have already used the equation that matches your toss, your turn ends.
- **5.** The first player to score 6 points wins.

Toss	Equation
1	$48 = 8 \times 6$
2	10 = 2 × 5
3	45 = 5 × 9
4	$18 = 6 \times 3$
5	$35 = 5 \times 7$
6	$24 = 6 \times 4$



Choose one of the equations in the chart. Write a description of a real-world comparison that the equation could represent.



Ready® Center Activity 4.1 ★★ Recording Sheet

Partner B ______

Writing Comparisons from Multiplication Equations

is 7 times as many as ______ is ____ times as many as 3.

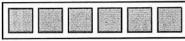
is _____ times as many as _____ is ____ times as many as _____ is 9 times as many as _____ is ____ times as many as _____ is ____ times as many as _____ is ____ times as many as 2.

is _____ times as many as 2.

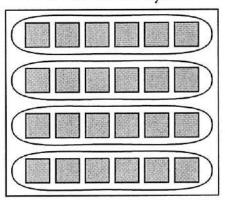
is _____ times as many as 8.

is _____ times as many as 9.

I can use multiplication as a way to compare numbers. $24 = 4 \times 6$.



24 is 4 times as many as 6.







Reason and Write

Day 13

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Sylvie needs 2 cups of flour to make one loaf of bread. She wants to make 3 loaves of bread. She says she needs 5 cups of flour.

Is Sylvie correct? What did she do right? What did she do wrong?

Show your work. Use a bar model, an equation, and words to explain.

Sylvie is not correct. She used the numbers 2 and 3, but she added 2 + 3 instead of multiplying 2×3 .

Sylvie needs 2 cups of flour for one loaf of bread, so she needs 3 times as many cups of flour for 3 loaves of bread.

6 is 3 times as many as 2.

$$6 = 3 \times 2$$

Sylvie needs 6 cups of flour to make 3 loaves of bread.

Where does the example ...

- · answerthe questions?
- · use a bar model to explain?
- use numbers in an equation to explain?
- · use words to explain?



Solve the problem. Use what you learned from the model.

Victor needs 3 teaspoons of salt to make dough for one pizza. He wants to make dough for 8 pizzas. Victor says he needs 24 teaspoons of salt.

Is Victor correct? What did he do right? What did he do wrong?

Show your work. Use a bar model, an equation, and words to explain.

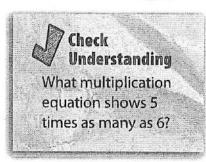
Did you ...

- · answer the questions?
- · use a bar model to explain?
- use numbers in an equation to explain?
- · use words to explain?

Writing Multiplication Equations

What You Need

- number cube (1–6)
- number cards, 3-8
- Recording Sheet



What You Do

- Take turns. One partner tosses the number cube to select a comparison from the chart. If the number has already been selected, your turn ends.
- Pick a number card to fill in the blank and complete the comparison. Write a multiplication equation on the Recording Sheet.
- 3. Your partner checks if your equation is correct. If it is correct, you score the number of points in the product. If it is not correct, your turn ends.
- **4.** After 5 rounds, add your products. The player with the greater sum wins.

Toss	Comparison
1	3 times as many as
2	times as many as 4
3	Sue has read 5 times as many books as her friend who read
4	times as many as 6
5	Carlos has model planes. He has 7 times as many model cars.
6	times as many as 8



Draw a bar model to represent 4 times as many as 9. Then write an equation to represent the comparison. Exchange papers with your partner to write a problem that can be described using the model.



Partner A

Partner B _____

Writing Multiplication Equations

Partner A	Partner B
Turn 1 × =	Turn 1 × =
Turn 2 × =	Turn 2 × =
Turn 3 × =	Turn 3 × =
Turn 4 × =	Turn 4 × =
Turn 5 × =	Turn 5 × =
Total	Total

To show 4 times as many as 7, I can write a multiplication equation using 4 and 7 as factors.



Perimeter and Area

Name: _____

Prerequisite: Understand Area and Perimeter

Day 14

Study the example showing how to find the area and perimeter of a rectangle. Then solve problems 1–7.

Example

Find the area and perimeter of the rectangle at right.

Area

Count square units or multiply side lengths.

The rectangle is 4 units by 10 units.

 $4 \times 10 = 40$ square units

Area = 40 square units

Perimeter

Add the lengths of all the sides.

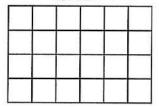
4 + 10 + 4 + 10 = 28 units

Perimeter = 28 units

Find the area and perimeter of the rectangle at right.

Area = _____ square units Perimeter = ____ units

Draw a rectangle with an area of 20 square units.



What is the perimeter of the rectangle you drew?

Draw a rectangle with a perimeter of 20 units.

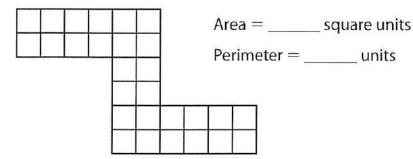
What is the area of the rectangle you drew?





Solve.

4 Look at the shape below. Find the area and perimeter of the shape.



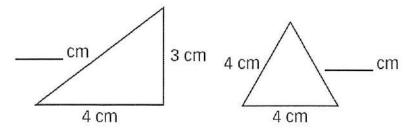
What is the area and perimeter of a square with side lengths of 4 units? Draw the square below.

Area = _____ square units

Perimeter = ____ units

- 6 A rectangle has a width of 5 units and a length of 6 units.
 - a. Use an equation to find the area of the rectangle.
 - **b.** Marcus draws a rectangle and says its perimeter is the same as the area of this rectangle, in number and units. Is that possible? Explain.

The perimeter of each triangle below is 12 centimeters.
Write the missing side length of each triangle.



No.

/ Check Understanding

Use perimeter and area vocabulary to describe one way to find the area of a rectangle.

Use Perimeter and Area Vocabulary

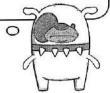
What You Need

Recording Sheet

What You Do

- 1. Read the problem on the **Recording Sheet**. Think about how to solve it.
- 2. Read the paragraphs that tell how to solve the problem.
- **3.** Use words and numbers from the word bank and number bank to fill in the blanks. Some words and numbers may be used more than once.
- **4.** Take turns. After you fill in a blank, your partner fills in the next one.
- 5. When all the blanks are filled in, read the paragraphs aloud. Do they make sense?
- 6. Fix any mistakes if you need to.

You might change your mind after you fill in some blanks. It's okay to erase!





On a separate sheet of paper, draw and label the side lengths of a rectangle. Use three or four words from the word bank to describe your rectangle.



Partner A _____

Partner B

Use Perimeter and Area Vocabulary

Justin drew this diagram of a patio.

Use the words and numbers to show what you know about the patio.

	12 ft	
0 ft		

The patio has the shape of a _____. The

_____ of the patio is 12 feet. The _____ is

10 feet. The distance around the patio is called the

to find the _____ of the patio.

$$P=2(I+w)$$

The amount of space the patio covers is called the

_____. You can use the ______ $A = I \times w$

to find the area of the patio.

$$A = I \times W$$

$$A =$$
_____square feet

o Consti	Course (Alexandre Date of the
	Word Bank
	unknown
	area
	width
	rectangle
	formula
	perimeter
	length
	square

Nu	imber Bank
	10
	12
	22
	44
	120
	240

Solve Area Problems

Study the example showing how to solve a problem about area. Then solve problems 1–6.

Example

Michelle wants to use bricks to make a rectangular patio. She has enough bricks to cover an area of 135 square feet. She wants the length of the patio to be 15 feet. How wide should she make the patio?

Write an equation to represent the area of a rectangle: $A = I \times w$

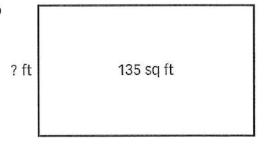
$$A = 15 \times w$$

$$135 = 15 \times w$$

$$135 \div 15 = w$$

$$9 = w$$

Michelle should make the patio 9 feet wide.

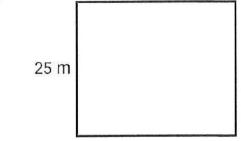


15 ft

Juan's company is installing new flooring in a large room. The picture at the right shows the length and width of the room. How many square meters of flooring does Juan need?

$$A = \underline{\hspace{1cm}}$$

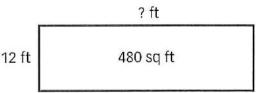
Juan needs _____ square meters of flooring.



30 m

Look at the picture at the right. Alyssa wants to tile a room with an area of 480 square feet. The width of the room is 12 feet. What is the length of the room?

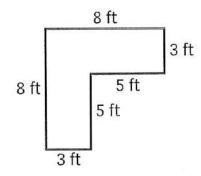
The length of the room is _____ feet.



Solve.

Jim is painting the surface of a work bench. The work bench is shown in the picture. What is the surface area of the work bench?

Show your work.



Solution:

An Olympic floor exercise mat has an area of 144 square meters. Its length is 12 meters. What is the width of the mat?

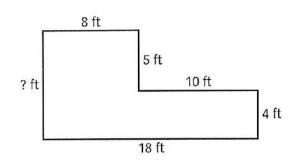
Show your work.

Solution:

Solution Look at problem 4. What is the shape of the floor exercise mat? Explain how you know.

Melissa is going to cover the floor in her kitchen with square tiles. The picture shows the measurements of the kitchen. She knows she will use exactly 112 square feet of tiles. What is the missing measurement?

Show your work.



Solution:

Check Understanding

The area of a rectangular rug is 35 square feet. The length of the rug is 7 feet. What is the width of the rug in feet?

Perimeter and Area Problems

What You Need

Recording Sheet

What You Do

- 1. Take turns. Choose a rectangle on the **Recording Sheet.**
- Tell a word problem that could be solved using the information given for the rectangle.
- **3.** Your partner uses a formula to find the missing information.
- 4. Check your partner's answer.
- **5.** Continue until all the rectangles on the **Recording Sheet** have been used.

What does the unknown measure represent: length, width, perimeter, or area?



On a separate sheet of paper, write a word problem about the area of a rectangle. Your partner draws and labels a rectangle to represent the problem. Work together to solve the problem.



Partner A _____

Partner B _____

Perimeter and Area Problems

Perimeter = ? in.	15 in.	Area = 96 sq ft
		12 ft
20 ir	n.	? ft
Area = ? sq in. 30 in.		Perimeter = 46 in.
10 in.		11 in.
Perimeter = 74 ft		Area = 72 sq ft
25 ft		? ft
? ft		8 ft
-		

North Carolina Constitution Choice Board



This year, you have spent time learning about our North Carolina State Constitution. Now, you will demonstrate your knowledge by choosing *three* activities from the choice menu below to complete. Use the "North Carolina Constitution Summary Sheet" as a reference to help you with the activities below.

Illustrating Laws

Using the North Carolina
Constitution Summary Sheet.
Choose and illustrate four
different sections of our North
Carolina Constitution. Write
the law next to each
illustration that you make.

Qualifications for Senator

Review the current requirements for someone in our state to become an elected senator (Section 7). Write a new job description with at least five requirements you believe a senator in our state should have.

Agree or Disagree?

Review the following laws from the NC Constitution Summary Sheet:

- Article III Section 1
- Article IV Section 6
- Article IX Section 3

Do you agree or disagree with each of these laws? For each law, write one paragraph (5-7 sentences) explaining your reasoning.

Journalist Questions

Pretend you are an investigative journalist for our state. Write a list of six questions you would ask a government official related to specific laws outlined in our state constitution.

New Laws

Draft a new version of our constitution that includes six laws you think should be added to our existing state constitution. At the bottom of your new draft, write one paragraph explaining why these new laws are important to be added to our state constitution.

Talking Laws

Create an imaginary dialogue between two laws from our state constitution. In the conversation, the two laws should be debating back and forth about why they are the most important law in our state constitution.

North Carolina Constitution

	ARTICLE I DECLARATION OF RIGHTS
Section	Description
Section 1. The equality and rights of persons	All citizens of North Carolina are created equal and should be treated with fairness and equality.
Sec. 4. Secession prohibited	This State shall always remain a member of the American Nation. It does not have the right to secede, or leave the United States and become a separate land.
Sec. 8. Representation and taxation	Citizens of North Carolina should have the right to vote on taxes and shall be represented by members of the General Assembly.
Sec. 23. Rights of the accused	All citizens accused of a crime have the right to know the crime that they are being charged with. All citizens also have the right to a fair trial.
	ARTICLE II Legislative
Sec. 6. Qualifications for Senator	Each Senator, at the time of his election, shall be at least 25 years of age, shall be a qualified voter of the State, and shall have lived in the State as a citizen for two years and in the district for which he/she is chosen for one year immediately preceding his election.
	ARTICLE III EXECUTIVE
Section 1. Governor is Commander in Chief	The Governor shall be Commander in Chief of the military forces of the State and has the right to use those forces to execute the law.
	ARTICLE IV JUDICIAL
Sec. 6. Supreme Court	The supreme court of North Carolina is the highest court in the State. It has the ultimate decision in court cases. The only court that can overturn an NC supreme court's decision, is the United States Supreme Court which is the highest court in the land.
	ARTICLE IX EDUCATION
Sec. 3. School attendance	If a student is physically and mentally able to, they must be given an education.