

# BALTIMORE CITY PUBLIC SCHOOLS

**Bernard C. "Jack" Young**  
*Mayor, City of Baltimore*

**Linda Chinnia**  
*Chair, Baltimore City Board of  
School Commissioners*

**Dr. Sonja Brookins Santelises**  
*Chief Executive Officer*

## 4th Grade Week 2 Packet

**This packet contains the following activities:**

<b>Estimated Time to Complete</b>	<b>Subject</b>	<b>Pages</b>
60 Minutes	Literacy	6 to 23
45 Minutes	Math	24 to 42
30 Minutes	Social Studies	43 to 50
45 Minutes	Science	51 to 56
45 Minutes	Health & PE	57

*Student packets should be returned to school upon return.*

***This page is intentionally blank.***

## SUPPLEMENTAL INFORMATION FOR FAMILIES OF STUDENTS WITH DISABILITIES

If your child has a disability and receives services and supports through an IEP or 504 plan there are specific accommodations and supplemental supports that assist them in accessing their grade-level work. This document is to serve as a reference for you to assist your child in working through the materials in this learning packet. **We appreciate your dedication to your child’s academic success. If you have further questions or require additional support with the materials in this learning packet, an academic support line will be available. Please check City Schools’ website at [www.baltimorecityschools.org](http://www.baltimorecityschools.org) for more details.**

### ORGANIZATION

Many children need help with organizational skills to be successful with schoolwork. Here are some suggestions to support your child at home:

- a) Establish a daily routine and schedule. Be sure to give your child time for a snack and wind-down time between subject areas
- b) Limit distractions (tv, phone, loud music) and arrange a quiet place for schoolwork to be completed.
- c) Organize a consistent workspace with needed items (pencils, pens, paper, etc.) where schoolwork is done each day.
- d) Develop a schedule that allows enough time for completion of assignments.

### GUIDANCE AND SUPPORT

Some children only need help getting started on their assignments and some guidance to keep them on track. Here are some suggestions to support:

- a) Read the directions together, do the first items together, observe as your child does the next problem/item on his or her own and then leave the room.
- b) Guide, it is helpful to point out errors on the schoolwork. If your child needs help, offer ideas that can help sort out the problem, but don't give the answers.
- c) Give breaks if needed. Have the child complete some of the work and then let him/her take a break and engage in an activity that relaxes them. Set a timer and make sure the child knows how much free time s/he will have.

### ACCOMMODATIONS

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations.

#### Description of Accommodations Categories

Accommodations are commonly categorized in three ways: presentation, response, and timing/scheduling:

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print.
- **Response Accommodations**—Allow students to complete activities and assignments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assignment and perhaps change the way the time is organized.

#### Examples of Types of Accommodations

PRESENTATION	RESPONSE	TIMING AND SCHEDULING
<ul style="list-style-type: none"><li>• Read aloud directions</li><li>• Read selected sections of materials as requested by student</li><li>• For students with disabilities impacting their ability to read, read aloud all material.</li></ul>	<ul style="list-style-type: none"><li>• Allow for verbal responses</li><li>• Allow for answers to be dictated and the parent/guardian writes their response.</li><li>• For math problems, provide a calculator to compute answer.</li></ul>	<ul style="list-style-type: none"><li>• Allow frequent breaks</li><li>• Extend allotted time for an assignment. Generally, extend time is providing the student with time and a half (e.g. if an assignment is allotted 30 minutes, a student with a disability may need 45 minutes.)</li></ul>

## SUPPLEMENTAL INFORMATION FOR FAMILIES OF STUDENTS WITH DISABILITIES

### SUPPLEMENTARY AIDS

These are supports that enable a child to access, participate, and progress in the general education curriculum and environment, including non-academic and extracurricular activities. Supplementary aids include, but are not limited to, instructional supports, social and behavioral supports, and physical/environmental supports. Here are suggested Supplementary Aids that may be helpful for your child in completing their schoolwork at home:

Supplementary Aids	Suggestions for Use
<b>Environmental aids</b>	<ul style="list-style-type: none"> <li>• Choose a quiet location and adjust lighting for students to complete their work</li> <li>• Develop and post a schedule with student for when subjects will be taught and when they will work independently</li> <li>• This support can be used in all content areas</li> </ul>
<b>Frequent breaks and opportunities for feedback</b>	<ul style="list-style-type: none"> <li>• As your child is completing their work, check in often to review and correct any mistakes in real time. This can also be an opportunity to provide positive feedback and encouragement.</li> <li>• Using this support will also help in noticing if your child understands what is being asked of him/her and clarifying as needed. Stop reading frequently to ask questions that will allow you to check if the student understands what they are hearing</li> <li>• This support can be used in all content areas.</li> <li>• If you are reading the text to the student, read slowly and clearly.</li> </ul>
<b>Paraphrasing directions and Rephrasing of text</b>	<ul style="list-style-type: none"> <li>• If your child does not understand the directions when first given, consider another way in which you can word the directions using vocabulary your child knows and understands.</li> <li>• This support can be used in all content areas for directions and for any text/passage reading.</li> </ul>
<b>Instructional Supports: Vocabulary</b>	<ul style="list-style-type: none"> <li>• Create flash cards for vocabulary words and/or develop a vocabulary journal</li> <li>• Use prior knowledge (Connect the word to how student would use it in their everyday life)</li> <li>• This support can be used in all content areas for any and all content vocabulary</li> </ul>
<b>Use of a highlighter</b>	<ul style="list-style-type: none"> <li>• Highlight or circle vocabulary words each time they see them</li> </ul>
<b>Instructional Supports: Mathematical Problem Solving</b>	<ul style="list-style-type: none"> <li>• Provide additional scratch paper</li> <li>• Encourage student to assess their work                             <ul style="list-style-type: none"> <li>○ Do I understand what to do?</li> <li>○ Do I have everything I need to answer the question?</li> <li>○ Did I check my answers?</li> <li>○ What do I need help with?</li> </ul> </li> <li>• Have student create posters with steps for solving problems</li> <li>• Allow student to choose which problems they will solve when possible</li> <li>• Ask student to explain their thinking for correct and incorrect answers</li> </ul>
<b>Break down assignments into smaller units</b>	<ul style="list-style-type: none"> <li>• If your child becomes overwhelmed by the number of problems/questions on a page, use a folded piece of paper to cover problems they are not answering at that time, allowing the focus to be on one question or task.</li> <li>• For all reading assignments, use a ruler, book, or paper to move down the page line by line.</li> <li>• For all reading assignments, write a number or letter in front of each line on the page</li> <li>• Only have 1 page of an assignment visible to the child allowing him/her to focus on the work in front of them, not what is left to complete.</li> <li>• This support can be used in all content areas where multiple questions are printed on one page or one assignment consists of multiple sections and pages.</li> </ul>
<b>Chunking of text</b>	<ul style="list-style-type: none"> <li>• Chunking means to break up text that may be too long or difficult for a child, into achievable sections or “chunks.”</li> <li>• This support will help your child organize information for a better understanding of the text. Pausing between chunks is a great time to ask questions or write information onto graphic organizers/charts.</li> <li>• Chunking can be done by covering parts of larger text with paper or index card and underlining sections in different colors.</li> <li>• This support can be used in all content areas especially when the passage is longer, and questions are being asked.</li> </ul>

## INFORMACION SUPLEMENTARIA PARA FAMILIAS DE ESTUDIANTES CON DISCAPACIDADES

Si su hijo/a tiene una discapacidad y recibe apoyos a través de un plan IEP o 504, existen adaptaciones específicas y apoyos suplemental que lo ayudan a acceder a su trabajo de nivel de grado. Este documento es una referencia para ayudar a su hijo/a a trabajar con los materiales de este paquete de aprendizaje. Agradecemos su dedicación al éxito académico de su hijo/a. Si tiene más preguntas o necesita apoyo adicional con los materiales en este paquete de aprendizaje, estará disponible una línea de apoyo académico. Visite el sitio web de City Schools en [www.baltimorecityschools.org](http://www.baltimorecityschools.org) para obtener más detalles.

### ORGANIZACION

Muchos niños necesitan ayuda con las habilidades organizativas para tener éxito con las tareas escolares. Estas son algunas sugerencias para apoyar a su hijo/a en casa:

- Establecer una rutina diaria y un horario. Asegúrese de darle a su hijo/a tiempo para un aperitivo y tiempo de descanso entre las áreas temáticas
- Limite las distracciones (tv, teléfono, música fuerte) y organice un lugar tranquilo donde las tareas escolares se completen.
- Organizar un espacio de trabajo consistente con los elementos necesarios (lápices, bolígrafos, papel, etc.) donde las tareas escolares se realizan todos los días.
- Desarrollar un horario que permita tiempo suficiente para completar las asignaciones.

### ORIENTACION Y APOYO

Algunos niños solo necesitan ayuda para comenzar con sus tareas y algunas instrucciones para mantenerlos en el buen camino. Estas son algunas sugerencias para apoyar:

- Lean las instrucciones juntos, hagan los primeros elementos juntos, observe como su hijo/a hace el siguiente problema / elemento por su cuenta y luego salir de la habitación.
- Guía, es útil señalar errores en las tareas escolares. Si su hijo/a necesita ayuda, ofrezca ideas que puedan ayudar a resolver el problema, pero no le dé las respuestas.
- Dar descansos si es necesario. Pida al niño/a que complete parte del trabajo y luego deje que se tome un descanso y participe en una actividad que le relaje. Establezca un temporizador y asegúrese de que el niño/a sepa cuánto tiempo libre tendrá.

### ADAPTACIONES

Las adaptaciones son prácticas y procedimientos en las áreas de presentación, respuesta, establecimiento y tiempo/programación que proporcionan acceso equitativo durante la instrucción para los estudiantes con discapacidades. Las adaptaciones están destinadas a reducir o incluso eliminar los efectos de la discapacidad de un estudiante; no reducen las expectativas de aprendizaje.

#### Descripción de las Categorías de Adaptaciones

Las adaptaciones se clasifican comúnmente de tres maneras: presentación, respuesta y tiempo/programación:

- Adaptaciones de Presentación:** Le permite al estudiante acceder a la información de maneras que no les requieren leer visualmente la impresión estándar.
- Adaptaciones de Respuesta:** Le permite al estudiante completar actividades y tareas de diferentes maneras o resolver u organizar problemas utilizando algún tipo de dispositivo de asistencia u organizador.
- Adaptaciones de Tiempo y Programación:** Aumente el tiempo permitido para completar una tarea y quizás cambie la forma en que se organiza el tiempo.

#### Ejemplos de Tipos de Adaptaciones

PRESENTACION	RESPUESTA	TIEMPO Y PROGRAMACION
<ul style="list-style-type: none"><li>Lea en voz alta las instrucciones</li><li>Lea las secciones seleccionadas de los materiales según lo solicite el estudiante</li><li>Para los estudiantes con discapacidades que afectan su capacidad de leer, lea en voz alta todo el material</li></ul>	<ul style="list-style-type: none"><li>Permitir respuestas verbales</li><li>Permita que se dicten respuestas y el padre/tutor escriba la respuesta</li><li>Para problemas matemáticos, proporcione una calculadora para calcular la respuesta</li></ul>	<ul style="list-style-type: none"><li>Permitir descansos frecuentes</li><li>Amplíe el tiempo asignado para una tarea. Por lo general, el tiempo de extensión está proporcionando a darle al estudiante tiempo y medio (por ejemplo, si una actividad tiene asignado 30 minutos, un estudiante con una discapacidad puede necesitar 45 minutos.)</li></ul>

## Literacy Day 1

Component	Description	Materials
Fluency Homework	Practice your reading fluency	- 8A Fluency Homework – <b>this should be kept for the entire week</b>
Literary Text Excerpt	Read the myth and answer questions	- <i>Poseidon and Typhon</i>
Categorizing Myths	Apply knowledge of types of myths	- 6A Greek Myth Title Cards
Theme Practice	Match the theme to the myth	- 6B Theme Strips

### Handout 8A: Fluency Homework

#### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a check mark in the appropriate, unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection question at the end.

#### Scene 1: A Village on the Northwest Coast

*The people of the village pantomime various activities such as carving wood, fixing fishing nets, working on canoes, and mixing food. Raven stands in his tree to one side of the stage.*

**RAVEN:** Caa-awk, Caa-awk. My name is Raven. One of my jobs is to keep watch. That's why you see me on top of the tallest trees like this one. I can see better up here. Let me tell you a story about something I saw once long ago. It's a good story. It's about a monster and some brave people. It's a story about me too. Caa-awk, Caa-awk! That makes the story even better.

**VILLAGE CHIEF:** What a good day this is. I am glad we moved to this village.

**FIRST MAN:** I just hope that cannibal monster does not find us again.

Bruchac, Joseph. *Pushing Up the Sky: Seven Native American Plays for Children*. Illustrated by Teresa Flavin. Dial Books for Young Readers, 2000, p. 70.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

\*Adult or peer

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below. Use a separate sheet of paper if necessary to complete your reflection.)

**Directions:** You have been learning a lot about Greek mythology throughout this module, including how the Greeks used myths to explain things that could not always be understood. As we continue working with mythology, we are going to explore more about the different *kinds* of myths that exist.

Read the following excerpt from *Understanding Greek Myths* by Natalie Hyde. **While you read, look for names or places being described that might sound familiar.**

✓ Use a highlighter here.

### Poseidon and Typhon

Poseidon and two of his brothers, Zeus and Hades, decided to divide the world between them, each taking one third. Zeus was to rule the heavens, Hades the underworld, and Poseidon the seas. Poseidon had a temper and was quick to get angry and seek revenge. When sailors did not respect him, he sent storms and caused shipwrecks and drownings. He was also able to make Earth shake violently when he was upset, causing earthquakes. Zeus was challenged by Typhon, the son of Gaia and Tartarus. Typhon was a fierce creature who had snakes for legs and dragon heads instead of fingers. He tried to defeat Zeus to become ruler of gods and mortals. But Zeus used a flash of lightning to conquer and imprison him under Mount Etna. There Typhon still rages with anger, causing boiling fire to come out of the mountain and throwing fiery rocks into the sky.

Using the excerpt above, sort evidence from the myth of Poseidon and Typhon into two categories:

1. Evidence of creation: something we have today is being made or how it came to be
2. Evidence of morality: explains how people should behave and what could happen if they do not

Creation	Morality

Complete the sentence frame, explaining if this myth is a creation or morality myth:

Overall, the myth of Poseidon and Typhon is a \_\_\_\_\_ myth because \_\_\_\_\_

---

---

# Handout 6A: Greek Myth Title Cards

✓ Add vocabulary words to flash cards or a vocabulary journal.

**Directions:** Based on your learning from the previous week, label each of the following myths according to their category. Is the myth a *creation myth*, *morality myth* or *both*? If you are able, create flashcards of the myths and sort them into their correct piles.

Demeter and  
Persephone

Victory

Arachne

Achilles' Heel

Echo and Narcissus

Prometheus

Pandora's Box

Heracles

Grace

# Handout 6B: Theme Strips

**Directions:** Looking at the themes listed below, use the myths from Handout 6A and match them to the theme that best fits the story. If possible, create flashcards of the themes below to match them to the myth. **Some myths can have more than one theme, and some themes can be used more than once.**

Life versus death

Justice will win

How evils and hope entered the world

Hard work is rewarded

Why we have seasons

How spiders came into the world

How people got fire

You will be punished if you disrespect the gods

Being full of yourself will be punished

There are consequences for disobeying a god

Why some people are generous and kind



## Day 2

✓ Number each line of the text and use a ruler or paper to move down the text, line by line.

Component	Description	Materials
Literary Text Excerpt	Read the myth and answer questions	- <i>Creation and the Gods</i>
Deep Dive: Style and Conventions	Practice editing/recognizing frequently confused words	- 6C Editing Sentences - 6D Editing a Paragraph

**Directions:** Yesterday, you worked on the difference between creation myths and morality myths. As the module progresses, you will continue to ask the question, *what are myths and why do people create them?*

Read the following excerpt from *Understanding Greek Myths* by Natalie Hyde. While you read, think about why morality myths could be important. Then, answer the questions below the text, using the evidence to help you.

### Creation and the Gods

One of the most common themes in Greek myths was the hero's quest. The hero must go on a journey and face terrible dangers along the way. Mythical heroes include Heracles, Perseus, and Jason.

**Fate** plays a big part in Greek myths. The characters go through a lot to try to change the outcome of their lives, but fail. The king of Thebes tried to avoid the **prophecy** that his son, Oedipus, would slay him. The myths taught the Greeks that fate could not be avoided.

Lessons on how people should act were also told through myths. Goodness and **generosity** would be rewarded, but unkindness and greed would be punished. The myth of Baucis and Philemon told how they were kind to two gods disguised as ordinary people. No one else would help, so the two gods destroyed everyone in the town except the kind old couple.

Love and beauty were also found in many myths. But love did not always have a happy ending and beauty could be taken away by the gods as punishment. That was the case with Medusa, a beautiful maiden who did something wrong in a temple of Athena. The goddess punished Medusa by turning her hair into snakes and making her face so ugly, that anyone who looked at her was immediately turned to stone.

1. Based on the text, what do you think the Greeks had many myths that showed the importance of goodness and generosity? Why might those values have been important to their culture?
2. In the myth of Baucis and Philemon, they ended up being saved by the gods. What do you think the theme of that myth could be? Use evidence from paragraph 2 to support your response.
3. Think about your life today and the world around you. Are there any important lessons or stories that you have learned on how people should behave? Share your experience and what you know below.

## Handout 6C: Editing Sentences

**Directions:** Use the chart of Frequently Confused Words (Handout 4B from the previous week) and a dictionary to proofread the following sentences. Cross out the word in error and write the correct spelling above the word.

2. A German archeologist set out too find the roons of the city of Troy.
3. They hid there bravest soldyers inside the hoarse.
4. The people had no king, but the oracle said that there king would arrive by oxcart.
5. The temples that the Greeks built for there gods were carefully balanced in size and shap.
6. Although they got the idea two write things down from there tradeing partners, the Greeks added simbols for vowels.

Sentences adapted from *Understanding Greek Myths* by Natalie Hyde

## Handout 6D: Editing a Paragraph

**Directions:** Proofread the following paragraph by circling misspelled words or incorrectly used words. Use the chart from Handout 4B from the previous week and a dictionary to check spelling if necessary. Write the revised words above the incorrect words.

In the country of Greece there lived a goddess named Fortuna. She brought good fortune two many people. They were happy for there fortunes from her. If she carried a ball, she was concerned with luck. If she carried a horn of plenty they're were riches too be found. Soldiers, sailors, farmers, and all who depended on luck prayed to Fortuna. There prayers two Fortuna were supposed too protect them. One day she ignored there pleas for help and they're ships sank. However, she always favored those who were bold and brave.

Sentences adapted from *Gifts from the Gods* by Lise Lunge-Larsen.



## Day 3

Component	Description	Materials
Writing Assessment	Demonstrate your knowledge to answer the focusing question, what are myths and why do people create them?	<ul style="list-style-type: none"><li>- 6A Focusing Question Task 1</li><li>- Graphic Organizer</li><li>- 7A Writing Checklist</li></ul>

### Assessment 6A: Focusing Question Task 1

**Purpose:** This task will give you an opportunity to express your understanding about why the ancient Greeks created myths. Writing about this topic and practicing your explanatory writing skills in a smaller, focused piece will help prepare you to write a longer essay for the End-of-Module Task, after finishing our study of mythology.

**Introduction:** For the past several lessons, we have been learning about the ancient Greeks and mythology. What did they believe? How did they share those beliefs?

**Task:** For an audience who might be interested in learning more about myths and why people created them, write a well-developed paragraph in which you explain what a myth is and why the Greeks created them.

Develop your ideas with evidence and examples from these texts:

- Understanding Greek Myths, Natalie Hyde, pages 6–23
- Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology, Lise Lunge-Larsen

#### Criteria for Success

Your paragraph should include:

- \_\_\_\_\_ an introductory statement that provides context
- \_\_\_\_\_ a topic statement that states the essential idea of the paragraph
- \_\_\_\_\_ two supporting points to show why the ancient Greeks created myths
- \_\_\_\_\_ evidence/examples from Understanding Greek Myths and the Gifts from the Gods to support each of your points
- \_\_\_\_\_ elaboration on how the evidence/examples relate to the essential idea
- \_\_\_\_\_ transitions to connect ideas
- \_\_\_\_\_ a concluding statement that reinforces your essential idea
- \_\_\_\_\_ correct spelling, punctuation, and capitalization

**Directions:** Use the following graphic organizer for guidance to respond to the Focusing Question Task:

Topic sentence	A myth is _____ that _____
Support: Context 1	The ancient Greeks created _____ myths to _____
Support: Evidence	
Support: Elaboration	This shows _____
Support Context 2	The ancient Greeks also created _____ myths to _____
Support: Evidence	
Support: Elaboration	This shows _____
Conclusion	The Ancient Greeks wrote myths because _____ and _____

# Handout 7A: Informative/Explanatory Writing Checklist

**Directions:** Use this checklist to revise your writing. Mark + for “yes” and Δ for “not yet.” Ask someone (adult or peer) to evaluate your writing as well.

<b>Reading Comprehension</b>	<b>Self +/<math>\Delta</math></b>	<b>Peer +/<math>\Delta</math></b>	<b>Teacher +/<math>\Delta</math></b>
Describe what a myth is.			
Explain why ancient Greeks created myths.			
Use text evidence to support your explanations.			
<b>Structure</b>			
I respond to all parts of the prompt.			
I focus on my topic throughout my paragraph.			
I introduce the topic clearly with a topic sentence.			
I group similar ideas together in my paragraph.			
My conclusion sentence relates to my explanation.			
I use transitions to link ideas.			
<b>Development</b>			
I develop my topic with evidence from text(s).			
My evidence is related to the topic.			
I elaborate upon evidence by explaining or analyzing it.			
<b>Style</b>			
I use a variety of sentence patterns (simple, compound, complex).			
I use vocabulary words that are specific and appropriate to the content.			
My writing style is appropriate for the audience.			

<b>Conventions</b>			
I underline two frequently confused words to show I have used them correctly.			
<b>Writing Process</b>			
I revise my paragraph to improve my ideas.			
I revise my paragraph to improve my word choice.			
I edit my paragraph for correct spelling.			
I edit my paragraph for correct punctuation.			
I edit my paragraph for correct capitalization.			
<b>Total number of +'s</b>			



## Day 4

If you do not have access to this text, *Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology*, by Lisa Lunge-Larsen, use the QR Code to review the story of Victoria.



Component	Description	Materials
Artwork Analysis	Reflect and respond on the myth <i>Victoria</i> by analyzing artwork and responding to questions	<ul style="list-style-type: none"><li>- <i>Victoria</i> sculpture analysis</li><li>- Text Dependent Questions</li><li>- <u>Vocabulary</u></li></ul>

**Directions:** Examine the picture of the sculpture below. Using the Read/Think/Wonder chart, record your ideas.



Read	
Think	
Wonder	

✓ Provide sentence starters to assist student with artwork analysis.

**Background Information:** This sculpture was discovered in 1863 on the small island of Samothrace in Greece, in the northwest Aegean Sea. The goddess Nike or Victoria (goddess of victory) is depicted with the wind blowing against her as she stood at the prow (front) of a ship. The sculpture originally stood in the niche of a large rock atop a stone prow of a ship, facing the ocean. It is possible the statue was created to commemorate a naval victory by Rhodes.

1. What are some things you notice about the statue right away while looking at it? How can you tell?
2. What do you remember about the story of Victoria, also known as Nike?
3. How would you describe the goddess's pose? From her legs, torso, and wings, what would you say she is doing?
4. Examine and describe the base of the sculpture. How does this inform our understanding of what the goddess is doing?
5. Describe the goddess's drapery, or robes. How does the appearance of the drapery affect our perception of her?

**Directions:** The sculpture you have studied was of Victoria, whom you have read about. In the space below, sketch another god/goddess which you have studied. Be sure to try and include features that were discussed in the myth (ex: Achilles' heel would be pictured if sketching Achilles). Get as creative as you'd like and add color if you are able!

**Directions:** Complete the Frayer Model below for the word, *drapery*.

Definition:	Characteristics:
Examples:	Non-Examples:

drapery



✓ Number each line of the text and use a ruler or paper to move down the text, line by line.

## Day 5

Component	Description	Materials
Deep Dive: Academic Vocabulary	Use knowledge of the word victory and the root vict to define and use other words with the same root.	- <i>Victoria</i> morphology questions
Key Concept: Connecting Cultures	Begin to wonder how myths can look and exist in other cultures	- Greek/Roman, Native American Chart

**Directions:** Read the following excerpt from *Understanding Greek Myths*:

“Nike was the winged goddess of victory, and was sometimes associated with Athena, the goddess of war.” (5)

1. From what you have read, briefly summarize the story of the Roman goddess Victoria, called Nike by the ancient Greeks:

This story links Victoria to the Roman goddess of war, Minerva, who was called Athena by the Greeks. The two goddesses work together. Review the following excerpts from *Gifts from the Gods*:

- “Victoria always accompanied Minerva, the goddess of wisdom and war, and she was so little that she could fit into Minerva’s hand. Sometimes, when Minerva was on her way to battle, she would scoop up Victoria in her hand and carry her...” (80)
- “Even though the goddess Victoria was tiny, her power was immense.” (80)
- “As soon as she reached a battleground, Victoria set to work. First she flew to one side and listened in on the conversations of the generals and the soldiers. Then she hastened to the other side to hear their talk and reasons for war. Only when she fully understood who fought for a fair and just cause did she act. Then she quickly dove down and guided the horses and the spears of the men she championed, making sure they won.” (80)
- “Upon returning from war, the triumphant generals and warriors always offered thanksgiving and sacrifices to tiny Victoria. And so, in time, her name became synonymous with winning, and not just on the battlefield, but in every kind of competition.” (81)
- “Victoria is the Roman name for the Greek goddess Nike... [the Greeks] placed statues of Nike all along the city walls to ensure their triumph in every battle and contest.” (82)

2. What does Victoria have to do with the word *victory*? What does *victory* mean?

Look at the following words: *Victoria, victory, victor, victorious, victoriously*

3. What *root* (main part of the word) do these words have in common?

4. What do you think the root *vict-* means? What do these words have in common in their meanings?

5. Create a sentence using one of the words: *Victoria, victory, victor, victorious, victoriously*.

**Directions:** Consider the following questions. Write your responses, or if possible, discuss them with a partner.

Greek/Roman Culture and Myths		Native American Culture and Myths	
What myths and stories have you read so far?	What do you already know about the ancient Greek and Roman cultures and their myths?	What do you know about Native American culture?	What prediction do you have about how Native American stories might be similar to Greek myths?

The story you are about to read is a type of *drama*, or play.

Word	Definition	Synonyms
drama (noun)	A story presented with actors in front of an audience.	Play, show, performance

Have you ever seen a drama, or play, in person? If so, what did you notice and wonder about the actors, words, and movements? If you have never seen a drama, or play, in person, what do you *think* will be different about the way the words are written?



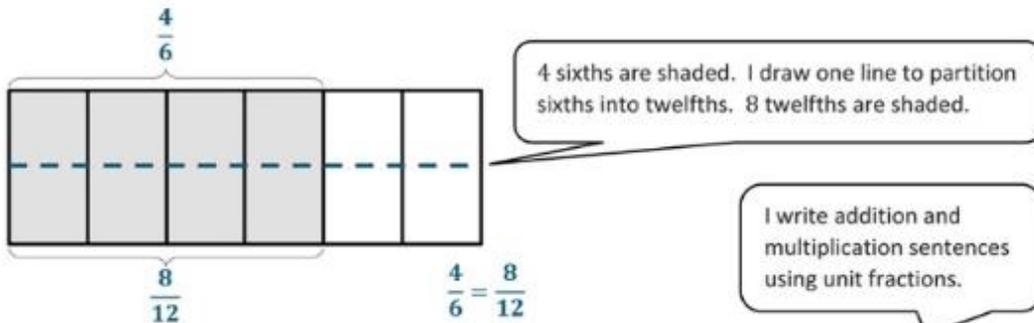
# Math

Component	Description
Key Concept(s)/Topic	Using multiplication and division to find equivalent fractions
Vocabulary	Equivalent Numerator Denominator Fractions
Guiding Questions	How do we show and create equivalent fractions?

## Day 1, Lesson 6 Concept Development

✓ Add vocabulary words to flash cards or a vocabulary journal.

1. The rectangle represents 1. Draw horizontal line(s) to decompose the rectangle into *twelfths*. Use the model to name the shaded area as a sum and as a product of unit fractions. Use parentheses to show the relationship between the number sentences.

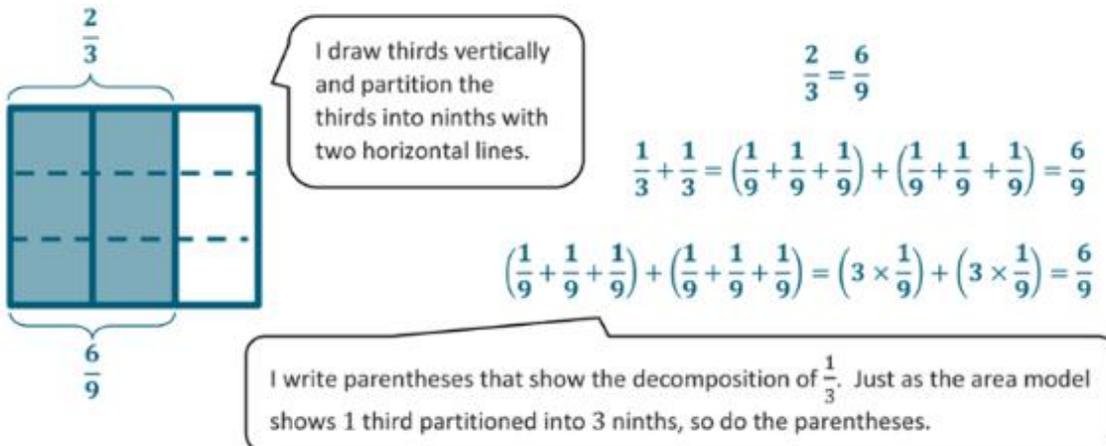


$$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) = \frac{8}{12}$$

$$\left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) + \left(\frac{1}{12} + \frac{1}{12}\right) = \left(2 \times \frac{1}{12}\right) + \left(2 \times \frac{1}{12}\right) + \left(2 \times \frac{1}{12}\right) + \left(2 \times \frac{1}{12}\right) = \frac{8}{12}$$

$$\frac{4}{6} = 8 \times \frac{1}{12} = \frac{8}{12}$$

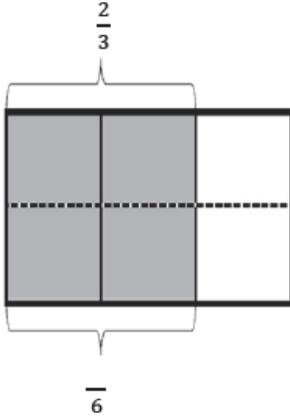
2. Draw an area model to show the decompositions represented by  $\frac{2}{3} = \frac{6}{9}$ . Express  $\frac{2}{3} = \frac{6}{9}$  as a sum and product of unit fractions. Use parentheses to show the relationship between the number sentences.



# Day 1, Lesson 6 Problem Set

1. Each rectangle represents 1. Draw horizontal lines to decompose each rectangle into the fractional units as indicated. Use the model to give the shaded area as a sum and as a product of unit fractions. Use parentheses to show the relationship between the number sentences. The first one has been partially done for you.

a. Sixths



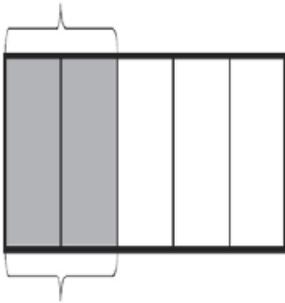
$$\frac{2}{3} = \frac{4}{6}$$

$$\frac{2}{3} + \frac{2}{3} = \left(\frac{1}{6} + \frac{1}{6}\right) + \left(\frac{1}{6} + \frac{1}{6}\right) = \frac{4}{6}$$

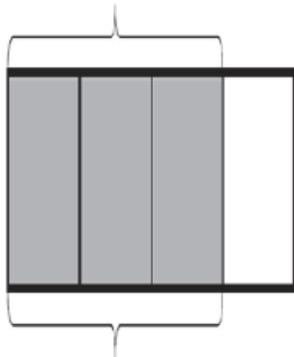
$$\left(\frac{1}{6} + \frac{1}{6}\right) + \left(\frac{1}{6} + \frac{1}{6}\right) = (2 \times \frac{1}{6}) + (2 \times \frac{1}{6}) = \frac{4}{6}$$

$$\frac{2}{3} = 4 \times \frac{1}{6} = \frac{4}{6}$$

b. Tenths



c. Twelfths



## Problem Set (continued)

✓ Ask student to describe steps as they work through the problem.

2. Draw area models to show the decompositions represented by the number sentences below. Express each as a sum and product of unit fractions. Use parentheses to show the relationship between the number sentences.

a.  $\frac{3}{5} = \frac{6}{10}$

b.  $\frac{3}{4} = \frac{6}{8}$

3. Step 1: Draw an area model for a fraction with units of thirds, fourths, or fifths.  
Step 2: Shade in more than one fractional unit.  
Step 3: Partition the area model again to find an equivalent fraction.  
Step 4: Write the equivalent fractions as a number sentence. (If you've written a number sentence like this one already on this Problem Set, start over.)

# Day 1, Lesson 6 Fluency

## Multiply Whole Numbers Times Fractions

1.	$\frac{1}{5} + \frac{1}{5} =$		12.	$3 \times \frac{1}{8} =$	
2.	$2 \times \frac{1}{5} =$		13.	$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$	
3.	$\frac{1}{3} + \frac{1}{3} =$		14.	$3 \times \frac{1}{10} =$	
4.	$2 \times \frac{1}{3} =$		15.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
5.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$		16.	$3 \times \frac{1}{3} =$	
6.	$3 \times \frac{1}{4} =$		17.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$	
7.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		18.	$4 \times \frac{1}{4} =$	
8.	$3 \times \frac{1}{5} =$		19.	$\frac{1}{2} + \frac{1}{2} =$	
9.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		20.	$2 \times \frac{1}{2} =$	
10.	$4 \times \frac{1}{5} =$		21.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
11.	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$		22.	$4 \times \frac{1}{3} =$	

✓ Cover problems student is not working on with paper or a ruler

## Day 1, Lesson 6 Application Problem

Use area models to prove that  $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$ ,  $\frac{1}{2} = \frac{3}{6} = \frac{6}{12}$ , and  $\frac{1}{2} = \frac{5}{10}$ . What conclusion can you make about  $\frac{4}{8}$ ,  $\frac{6}{12}$ , and  $\frac{5}{10}$ ? Explain.

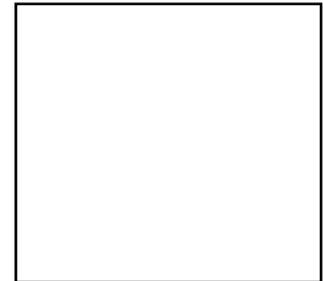
$\frac{1}{2}$



$\frac{1}{2}$



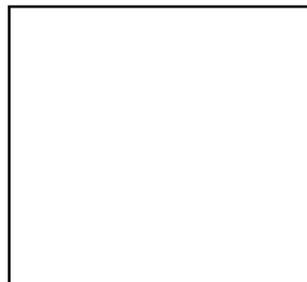
$\frac{1}{2}$



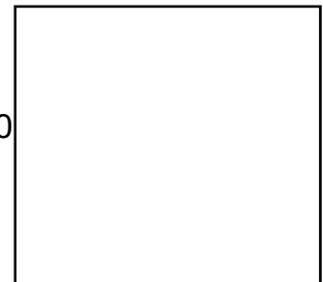
$\frac{2}{4}$



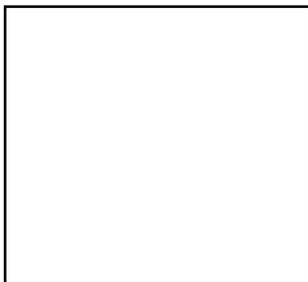
$\frac{3}{6}$



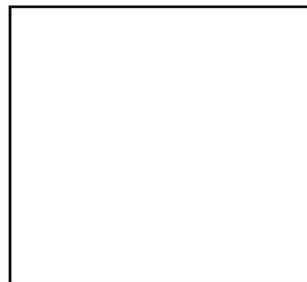
$\frac{5}{10}$



$\frac{4}{8}$

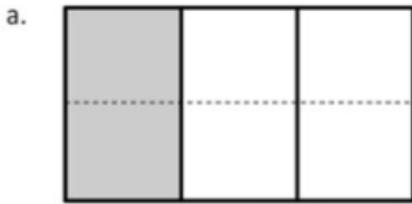


$\frac{6}{12}$



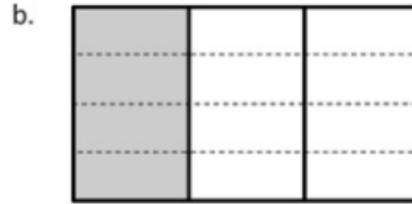
✓ Use scratch paper to rewrite examples and label each part of the problem

1. The shaded unit fractions have been decomposed into smaller units. Express the equivalent fractions in a number sentence using multiplication.



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

The numerator is 1.  
The denominator is 3.



$$\frac{1}{3} = \frac{1 \times 4}{3 \times 4} = \frac{4}{12}$$

I can multiply the numerator (number of fractional units selected) and the denominator (the fractional unit) by 4 to make an equivalent fraction.

2. Decompose the shaded fraction into smaller units using the area model. Express the equivalent fractions in a number sentence using multiplication.

The area model shows that  $\frac{1}{6}$  equals  $\frac{3}{18}$ .



As I multiply, the size of the units gets smaller.

$$\frac{1}{6} = \frac{1 \times 3}{6 \times 3} = \frac{3}{18}$$

3. Draw three different area models to represent 1 half by shading.

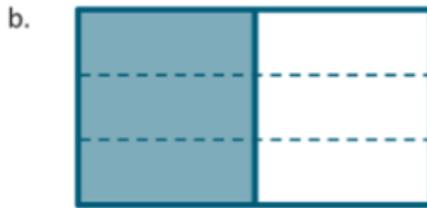
Decompose the shaded fraction into (a) fourths, (b) sixths, and (c) eighths.

Use multiplication to show how each fraction is equivalent to 1 half.



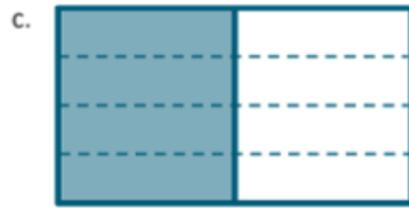
$$\frac{1}{2} = \frac{1 \times 2}{2 \times 2} = \frac{2}{4}$$

The number of units doubled.



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

The number of units tripled.



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

The number of units quadrupled.

# Day 2, Lesson 7 Problem Set

Each rectangle represents 1.

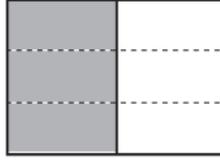
1. The shaded unit fractions have been decomposed into smaller units. Express the equivalent fractions in a number sentence using multiplication. The first one has been done for you.

a.

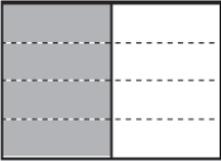


$$\frac{1}{2} = \frac{1 \times 2}{2 \times 2} = \frac{2}{4}$$

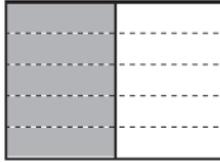
b.



c.

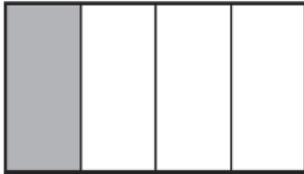


d.

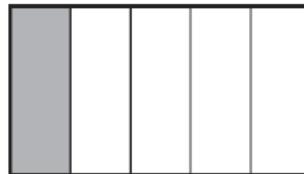


2. Decompose the shaded fractions into smaller units using the area models. Express the equivalent fractions in a number sentence using multiplication.

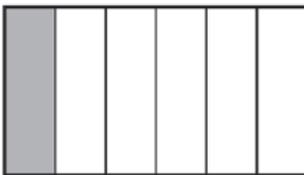
a.



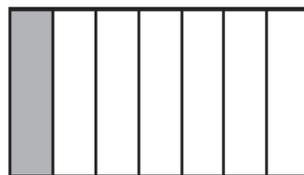
b.



c.



d.



✓ **Cover problems student is not working on with paper or a ruler**

## Problem Set (continued)

e. What happened to the size of the fractional units when you decomposed the fraction?

f. What happened to the total number of units in the whole when you decomposed the fraction?

3. Draw three different area models to represent  $\frac{1}{3}$  by shading. Decompose the shaded fraction into (a) sixths, (b) ninths, and (c) twelfths. Use multiplication to show how each fraction is equivalent to  $\frac{1}{3}$ .

a.



b.



c.



# Day 2 Lesson 7 Fluency

## Multiply Whole Numbers Times Fractions

23.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$		34.	$1 =$	$6 \times \text{—}$
24.	$4 \times \frac{1}{3} =$		35.	$\frac{8}{8} =$	$\text{—} \times \frac{1}{8}$
25.	$\frac{5}{6} =$	$\text{—} \times \frac{1}{6}$	36.	$1 =$	$\text{—} \times \frac{1}{8}$
26.	$\frac{5}{6} =$	$5 \times \text{—}$	37.	$9 \times \frac{1}{10} =$	
27.	$\frac{5}{8} =$	$5 \times \text{—}$	38.	$7 \times \frac{1}{5} =$	
28.	$\frac{5}{8} =$	$\text{—} \times \frac{1}{8}$	39.	$1 =$	$3 \times \text{—}$
29.	$\frac{7}{8} =$	$7 \times \text{—}$	40.	$7 \times \frac{1}{12} =$	
30.	$\frac{7}{10} =$	$7 \times \text{—}$	41.	$1 =$	$\text{—} \times \frac{1}{5}$
31.	$\frac{7}{8} =$	$\text{—} \times \frac{1}{8}$	42.	$\frac{3}{5} =$	$\frac{1}{5} + \frac{1}{5} + \text{—}$
32.	$\frac{7}{10} =$	$\text{—} \times \frac{1}{10}$	43.	$3 \times \frac{1}{4} =$	$\text{—} + \frac{1}{4} + \frac{1}{4}$
33.	$\frac{6}{6} =$	$6 \times \text{—}$	44.	$1 =$	$\text{—} + \text{—} + \text{—}$

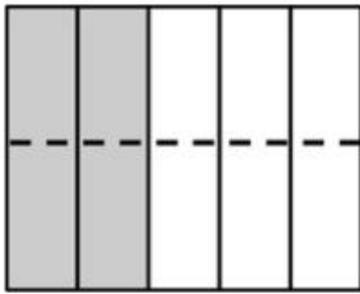
✓ Cover problems student is not working on with paper or a ruler

## Day 2, Lesson 7 Application Problem

Model an equivalent fraction for  $\frac{4}{7}$  using an area model.

## Day 3, Lesson 8 Concept Development

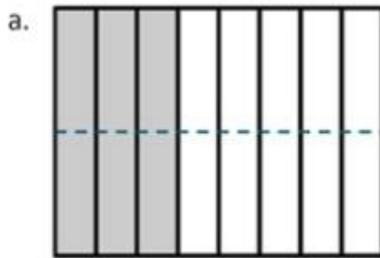
1. The shaded fraction has been decomposed into smaller units. Express the equivalent fraction in a number sentence using multiplication.



$$\frac{2}{5} = \frac{2 \times 2}{5 \times 2} = \frac{4}{10}$$

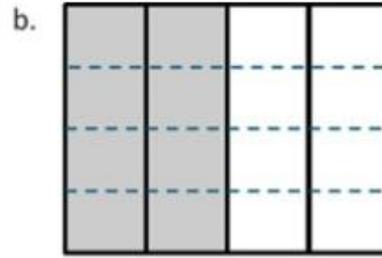
The number of units in the area model has been doubled. There were 5 units, and now there are 10 units.

2. Decompose both shaded fractions into sixteenths. Express the equivalent fractions in a number sentence using multiplication.



$$\frac{3}{8} = \frac{3 \times 2}{8 \times 2} = \frac{6}{16}$$

I draw 1 line to partition each unit into 2.



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

I draw 3 lines to partition each unit into 4.

3. Use multiplication to create an equivalent fraction for the fraction  $\frac{8}{6}$ .

$$\frac{8}{6} = \frac{8 \times 2}{6 \times 2} = \frac{16}{12}$$

To make an equivalent fraction, I can choose any fraction equivalent to 1. I can choose  $\frac{3}{3}$ ,  $\frac{4}{4}$ ,  $\frac{5}{5}$ , etc.

4. Determine if the following is a true number sentence. Correct it if it is false by changing the right-hand side of the number sentence.

$$\frac{5}{4} = \frac{15}{16}$$

*Sample Student Response:*

This is false! The numerator was multiplied by 3. The denominator was multiplied by 4. Three fourths is not a fraction equal to 1.

*Not true!*

$$\frac{5}{4} = \frac{5 \times 3}{4 \times 3} = \frac{15}{12}$$

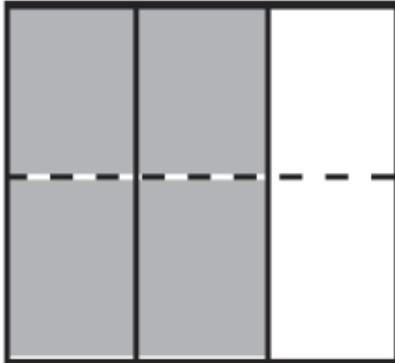
# Day 3, Lesson 8 Problem Set

✓ Use scratch paper to draw a model for each of the fractions created for each problem.

Each rectangle represents 1.

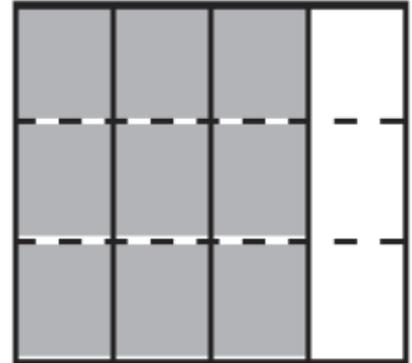
1. The shaded fractions have been decomposed into smaller units. Express the equivalent fractions in a number sentence using multiplication. The first one has been done for you.

a.

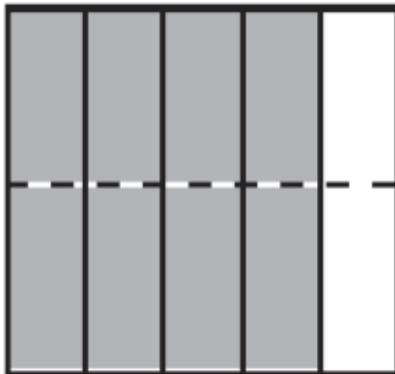


$$\frac{2}{3} = \frac{2 \times 2}{3 \times 2} = \frac{4}{6}$$

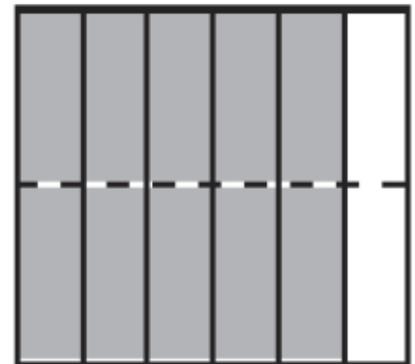
b.



c.



d.



2. Decompose the shaded fractions into smaller units, as given below. Express the equivalent fractions in a number sentence using multiplication.

a. Decompose into tenths.



b. Decompose into fifteenths.



## Problem Set (continued)

3. Draw area models to prove that the following number sentences are true.

a.  $\frac{2}{5} = \frac{4}{10}$

b.  $\frac{2}{3} = \frac{8}{12}$

c.  $\frac{3}{6} = \frac{6}{12}$

d.  $\frac{4}{6} = \frac{8}{12}$

4. Use multiplication to find an equivalent fraction for each fraction below.

a.  $\frac{3}{4}$

b.  $\frac{4}{5}$

c.  $\frac{7}{6}$

d.  $\frac{12}{7}$

5. Determine which of the following are true number sentences. Correct those that are false by changing the right-hand side of the number sentence.

a.  $\frac{4}{3} = \frac{8}{9}$

b.  $\frac{5}{4} = \frac{10}{8}$

## Day 3, Lesson 8 Fluency

### Multiply Whole Numbers Times Fractions

1.	$\frac{1}{5} + \frac{1}{5} =$		12.	$3 \times \frac{1}{8} =$	
2.	$2 \times \frac{1}{5} =$		13.	$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} =$	
3.	$\frac{1}{3} + \frac{1}{3} =$		14.	$3 \times \frac{1}{10} =$	
4.	$2 \times \frac{1}{3} =$		15.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
5.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$		16.	$3 \times \frac{1}{3} =$	
6.	$3 \times \frac{1}{4} =$		17.	$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} =$	
7.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		18.	$4 \times \frac{1}{4} =$	
8.	$3 \times \frac{1}{5} =$		19.	$\frac{1}{2} + \frac{1}{2} =$	
9.	$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$		20.	$2 \times \frac{1}{2} =$	
10.	$4 \times \frac{1}{5} =$		21.	$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$	
11.	$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} =$		22.	$4 \times \frac{1}{3} =$	

### Day 3 Lesson 8 Application Problem

Saisha gives some of her chocolate bar, pictured below, to her younger brother Lucas. He says, "Thanks for  $\frac{3}{12}$  of the bar." Saisha responds, "No. I gave you  $\frac{1}{4}$  of the bar." Explain why both Lucas and Saisha are correct.

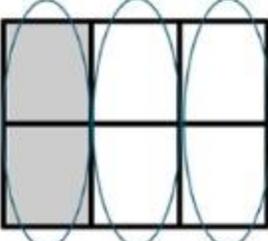
	CHOCOLATE		

# Day 4, Lesson 9 Concept Development

✓ Use crayons, makers, or colored paper to help with representations of fractional units.

1. Compose the shaded fraction into larger fractional units. Express the equivalent fractions in a number sentence using division.

a.

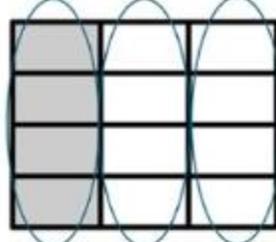


2 units are shaded. I make groups of 2. Sixths are composed as thirds.

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

I divide the numerator and denominator by 2.

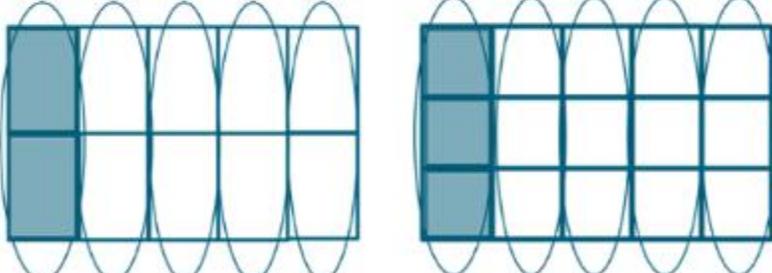
b.



$$\frac{4}{12} = \frac{4 \div 4}{12 \div 4} = \frac{1}{3}$$

When I compose thirds, the number of units decreases. I make a larger unit.

2. a. In the first model, show 2 tenths. In the second area model, show 3 fifteenths. Show how both fractions can be composed, or renamed, as the same unit fraction.



2 tenths = 1 fifth      3 fifteenths = 1 fifth

Before I draw my model, I identify the larger unit fraction. I know 3 fifteenths is the same as  $\frac{1 \times 3}{5 \times 3}$ .

- b. Express the equivalent fractions in a number sentence using division.

$$\frac{2}{10} = \frac{2 \div 2}{10 \div 2} = \frac{1}{5}$$

I circled groups of 2 units, so I divide the numerator and denominator by 2.

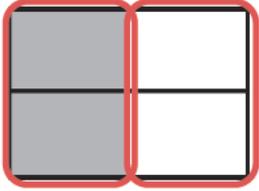
$$\frac{3}{15} = \frac{3 \div 3}{15 \div 3} = \frac{1}{5}$$

I circled groups of 3 units, so I divide the numerator and denominator by 3.

# Day 4, Lesson 9 Problem Set

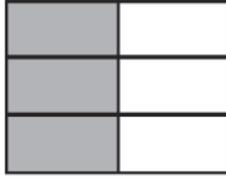
1. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division. The first one has been done for you.

a.

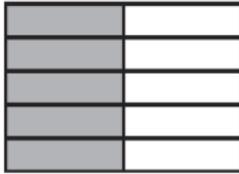


$$\frac{2}{4} = \frac{2 \div 2}{4 \div 2} = \frac{1}{2}$$

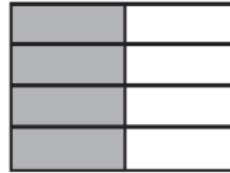
b.



c.

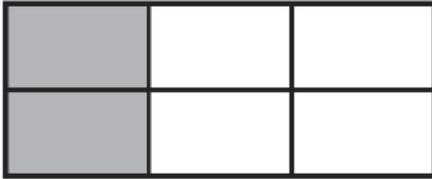


d.

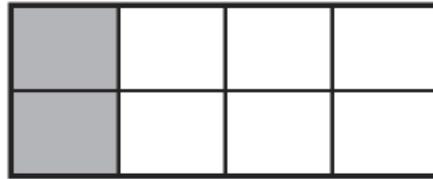


2. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division.

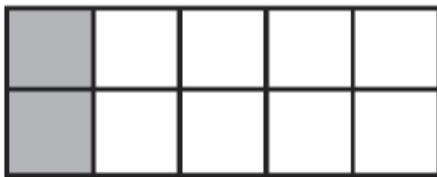
a.



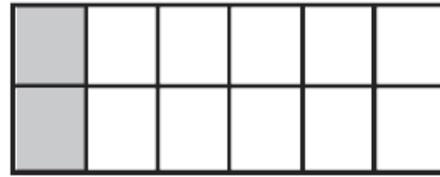
b.



c.



d.



## Problem Set (continued)

e. What happened to the size of the fractional units when you composed the fraction?

f. What happened to the total number of units in the whole when you composed the fraction?

3. a. In the first area model, show 2 sixths. In the second area model, show 3 ninths. Show how both fractions can be renamed as the same unit fraction.



b. Express the equivalent fractions in a number sentence using division.

4. a. In the first area model, show 2 eighths. In the second area model, show 3 twelfths. Show how both fractions can be composed, or renamed, as the same unit fraction.



b. Express the equivalent fractions in a number sentence using division.

## Day 4, Lesson 9 Fluency

23.	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} =$		34.	$1 =$	$8 \times \text{—}$
24.	$3 \times \frac{1}{2} =$		35.	$\frac{6}{6} =$	$\text{—} \times \frac{1}{6}$
25.	$\frac{5}{6} =$	$\text{—} \times \frac{1}{6}$	36.	$1 =$	$\text{—} \times \frac{1}{6}$
26.	$\frac{5}{6} =$	$5 \times \text{—}$	37.	$5 \times \frac{1}{12} =$	
27.	$\frac{5}{8} =$	$5 \times \text{—}$	38.	$6 \times \frac{1}{5} =$	
28.	$\frac{5}{8} =$	$\text{—} \times \frac{1}{8}$	39.	$1 =$	$4 \times \text{—}$
29.	$\frac{7}{8} =$	$7 \times \text{—}$	40.	$9 \times \frac{1}{10} =$	
30.	$\frac{7}{10} =$	$7 \times \text{—}$	41.	$1 =$	$\text{—} \times \frac{1}{3}$
31.	$\frac{7}{8} =$	$\text{—} \times \frac{1}{8}$	42.	$\frac{3}{4} =$	$\frac{1}{4} + \frac{1}{4} + \text{—}$
32.	$\frac{7}{10} =$	$\text{—} \times \frac{1}{10}$	43.	$3 \times \frac{1}{5} =$	$\text{—} + \frac{1}{5} + \frac{1}{5}$
33.	$\frac{8}{8} =$	$8 \times \text{—}$	44.	$1 =$	$\text{—} + \text{—} + \text{—} + \text{—}$

## Day 4, Lesson 9 Application Problem

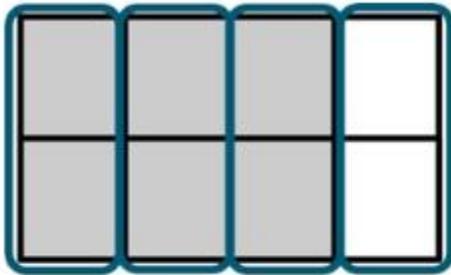
What fraction of a foot is 1 inch? What fraction of a foot is 3 inches? Draw a tape diagram to model your work. (Hint: 12 inches = 1 foot.)

# Day 5, Lesson 10 Concept Development

✓ Use crayons, makers, or colored paper to help with representations of fractional units.

Each rectangle represents 1.

1. Compose the shaded fraction into larger fractional units. Express the equivalent fractions in a number sentence using division.



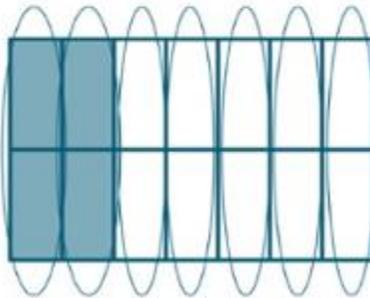
$$\frac{6}{8} = \frac{6 \div 2}{8 \div 2} = \frac{3}{4}$$

This work is a lot like what I did in Lesson 9. However, once I compose units, the renamed fraction is not a unit fraction.

2. Draw an area model to represent the number sentence below.

$$\frac{4}{14} = \frac{4 \div 2}{14 \div 2} = \frac{2}{7}$$

Looking at the numerator and denominator, I draw 14 units and shade 4 units.

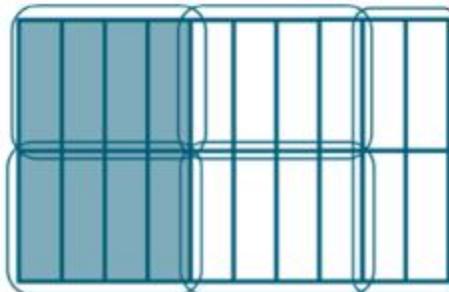


Looking at the divisor,  $\frac{2}{2}$ , I circle groups of 2. I make 7 groups. 2 sevenths are shaded.

3. Use division to rename the fraction below. Draw a model if that helps you. See if you can use the largest common factor.

$$\frac{8}{20} = \frac{8 \div 4}{20 \div 4} = \frac{2}{5}$$

I could choose 2, but the largest common factor is 4.



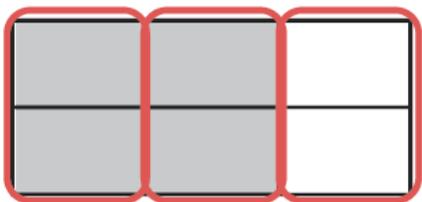
Whether I compose units vertically or horizontally, I get the same answer!

# Day 5, Lesson 10 Problem Set

Each rectangle represents 1.

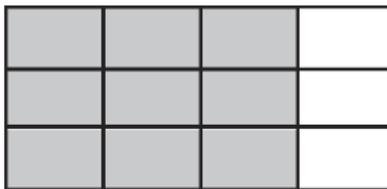
1. Compose the shaded fraction into larger fractional units. Express the equivalent fractions in a number sentence using division. The first one has been done for you.

a.

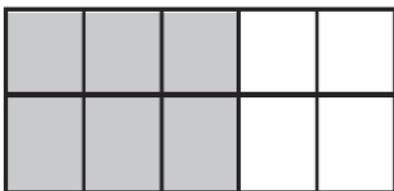


$$\frac{4}{6} = \frac{4 \div 2}{6 \div 2} = \frac{2}{3}$$

b.



c.

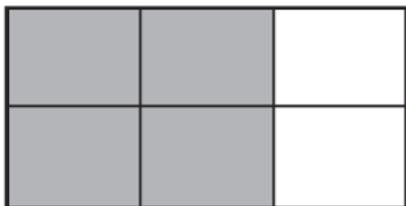


d.

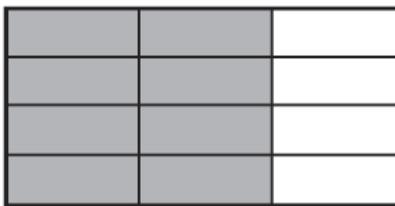


2. Compose the shaded fractions into larger fractional units. Express the equivalent fractions in a number sentence using division.

a.



b.



3. Draw an area model to represent each number sentence below.

a.  $\frac{4}{10} = \frac{4 \div 2}{10 \div 2} = \frac{2}{5}$

b.  $\frac{6}{9} = \frac{6 \div 3}{9 \div 3} = \frac{2}{3}$

## Problem Set (continued)

4. Use division to rename each fraction given below. Draw a model if that helps you. See if you can use the largest common factor.

a.  $\frac{4}{8}$

b.  $\frac{12}{16}$

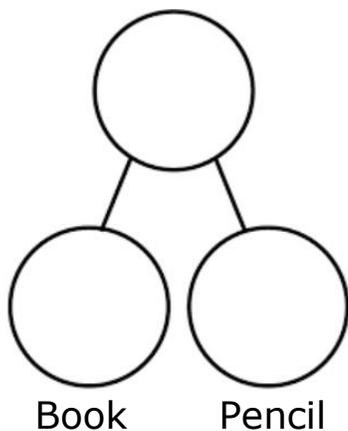
c.  $\frac{12}{20}$

d.  $\frac{16}{20}$

### Day 5, Lesson 10 Application Problem

Nuri spent  $\frac{9}{12}$  of his money on a book and the rest of his money on a pencil.

- Express how much of his money he spent on the pencil in fourths.
- Nuri started with \$1. How much did he spend on the pencil?



# Grade 4 – Social Studies

## Support and Practice

### Standards:

- **5.5A.1:** Analyze the chronology and significance of key historical events during the age of European Exploration.
- **D2.His.10.3-5:** Compare information provided by different historical sources about the past.
- **D3.1.3-5:** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- **D4.1.3-5:** Construct arguments or explanations using claims and evidence from multiple sources.

### Motivation:

### Directions:

While not in school, it is important to continue to practice Social Studies. While away, please complete each of the activities listed below.

**YOUR work directions can be found BELOW:**

#### **1. Document Based Question: Time of Encounters**

- **This task will allow you to show how well you understand information in various types of documents. This topic is directly related to the content and skills you covered during time in class. Study documents 1 through 5, and answer the questions after each. Then use your answers to help you write an essay**
- **All materials and resources for this assignment comes from the teaching materials associated with your classroom textbook.**

# The Time of Encounters

## Background

During the 1400s, many European explorers began traveling in search of new trade routes to Asia. These voyages eventually led them to explore parts of North America and South America. Over time, more explorers from the other European nations traveled to the Americas for various reasons. One reason was economic gain.

## Task

For Part A, study each document carefully. Then answer the questions after each one. These answers will help you write your essay.

For Part B, use the information from the documents, your answers to the questions in Part A, and your knowledge of social studies to write a well-organized essay. In this essay you will be responding to the following prompt:

## Prompt:

**Why was the European exploration and settlement of the Americas motivated by economics?**



*Columbus Taking Possession of the New Country;*

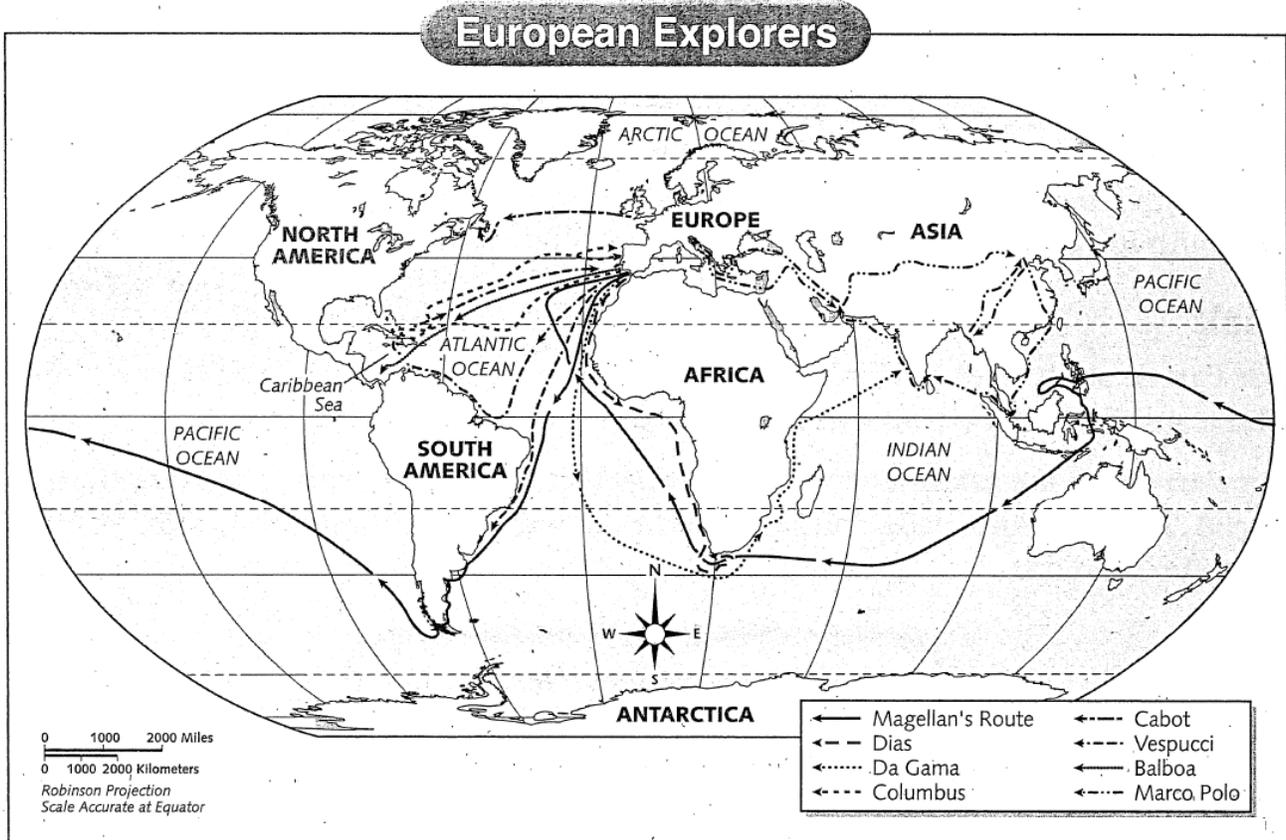
*Library of Congress's Prints and Photographs division; reproduction 1880*

# Part A: Short Answer Questions

Study each document. Then answer the questions that follow each document.

## Document 1: Map of Exploration Routes

Some of the earliest European explorers of North and South America began their voyages hoping to find a water route to Asia. Many wanted to reach the area described by Marco Polo in his account of his travels to China about 200 years earlier.



1. In which general direction did most explorers sail upon leaving Europe? Why do you think they chose to sail in this direction?

---



---

2. Describe the route of Marco Polo. Why do you think later explorers might have wanted to find a different route to Asia?

---



---



---

# Document 2: Chart of Early Explorers

Early European explorers traveled to many different parts of North and South America. They made each voyage for a specific purpose.

<b>Explorer</b>	<b>Country Sailing For</b>	<b>Dates of Exploration</b>	<b>Areas Explored</b>	<b>Main Reason for Claiming Territory</b>
Christopher Columbus	Spain	1492	Caribbean	Seeking water route to Asia; teaching the Catholic religion
Juan Ponce de Leon	Spain	1513	Puerto Rico and Florida	Finding new lands for Spain; possibly locating a fountain of youth
Hernando Cortes	Spain	1519-1536	Mexico, California	Looking for gold in the Aztec Empire
Giovanni de Verrazano	France	1524	Northeast North America	Seeking Northwest Passage through North America
Jacques Cartier	France	1534-1541	Eastern Canada	Seeking Northwest Passage, gold and other valuable metals, land for France

1. In Which individual listed above explored the Caribbean during his travels? For which country was he sailing?

---



---

2. What was the purpose of Cortes's journey to the Americas?

---



---



---

3. How were the voyages of de Leon and Cartier both alike and different?

---



---



---



---



---

## Document 3: Quotation

In 1529, Spanish leaders sent a priest named Marcos de Niza, along with an African named Estevanico, on an expedition in Mexico. Their task was to determine whether earlier reports that seven cities of gold were located in the area were true. The following passage comes from a report written by de Niza during the journey.

*"I pursued my journey until within sight of Cibola which is situated on a plain at the skirt of a round hill. It has the appearance of a very beautiful town, the best I have seen in these parts. The houses are of the style that the Indians had described to me, all of stone, with stories and terraces, as well as I could see from a hill where I was able to view it...When I remarked to the chiefs about how beautiful this city was, they replied that this one was the least of the seven cities."*

*- Marco de Niza, 1529*

1. How does de Niza describe the city of Cibola?

---

---

---

2. Why might Spanish leaders have wanted de Niza's expedition to determine whether the Seven Cities of Gold really existed?

---

---

---

3. How do you think de Niza's description of Cibola would have affected other explorers?

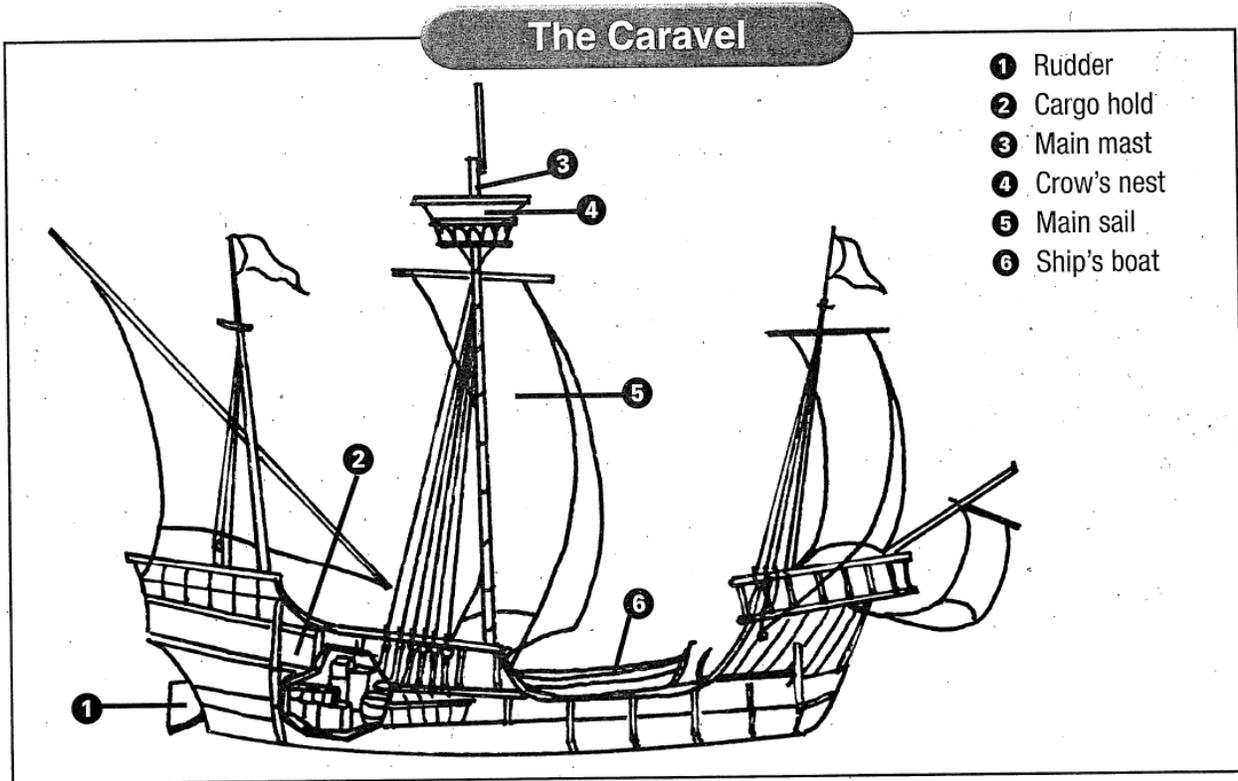
---

---

---

# Document 4: Diagram of a Spanish Caravel

In the 1400s, many explorers learned to sail a new type of ship called a caravel. These vessels were easier to sail than ships had been, and they also provided more room for cargo. Explorers such as Christopher Columbus used caravels for their long voyages across the ocean.



1. What part of the ship would have allowed it to travel quickly across long distances?

---

---

2. Why do you think the caravel would have been a useful trading ship?

---

---

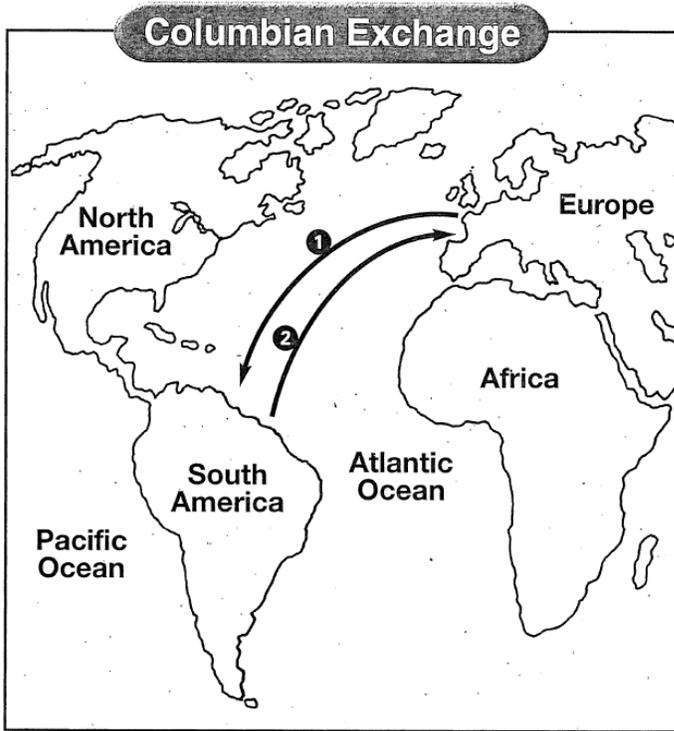
---

---

---

# Document 5: Diagram of the Columbian Exchange

Named for Christopher Columbus, the Columbian Exchange refers to the way in which European explorers and Native Americans interacted and exchanged various plants, animals, and ideas during European exploration of the Americas. The diagram below shows some of the many items that were exchanged during this period.



- ❶ Items traded from Europe to the Americas: Plants (sugarcane, rice, wheat); Animals (horses, cattle, sheep); Technology (writing, gunpowder, tools and farming equipment)
- ❷ Items traded from the Americas to Europe: Plants (corn, potatoes, beans); Animals (turkeys, llamas, alpacas); Technology (agriculture, natural medicines)

1. In what way was sugarcane part of the Columbian Exchange?

---

---

---

2. How do you think the Columbian Exchange affected the economies of Europe and the Americas?

---

---

---

---

---

---



## Science

Component	Description	Materials
Key Concept(s)/Topic	Weathering and Erosion	
Vocabulary	<ul style="list-style-type: none"> <li>• Weathering- the process by which earth's surface is broken down into smaller pieces.</li> <li>• Erosion- after pieces of the Earth are broken down through weathering, those pieces are moved through erosion. It's the process of moving things from one place to another.</li> <li>• Deposition- after pieces of the Earth are carried by erosion, they are deposited somewhere else. Deposition means to deposit things somewhere else.</li> <li>• Glacier- a slowly moving mass of ice formed by the buildup of snow. They are usually found on mountains or near the poles of the Earth where it is cold. Movement of glaciers can cause weathering and erosion.</li> <li>• Grand Canyon- a five-thousand-foot-deep canyon located in Arizona. It was carved by the Colorado river over millions of years and is one of the best examples of weathering and erosion.</li> </ul>	<ul style="list-style-type: none"> <li>• Weathering and erosion reading</li> <li>• Weathering and erosion exit card</li> <li>• Baking tray</li> <li>• Sand small rocks</li> <li>• Funnel</li> <li>• Small stick</li> <li>• Large pitcher of water</li> </ul>
Guiding Questions	<ol style="list-style-type: none"> <li>1. What does erosion mean?</li> <li>2. What happens when something weathers over time?</li> <li>3. How does a crack in the sidewalk form?</li> <li>4. What are the four main ways weathering can happen?</li> <li>5. Why does deposition occur after erosion?</li> </ol>	

### Directions:

The students will be learning about the weathering and erosion. These changes to earth occur over a long period of time. Weathering and erosion are often believed to be the same thing, but they are not. Weathering is the process of breaking down of rocks into smaller pieces. Erosion is the process of moving pieces (called sediment) by wind, water, ice, and gravity.

Weathering, erosion, and deposition are three processes that occur in a sequential order and work together to change landforms on Earth's surfaces. As a result, landforms are constantly changing. Changes include being worn down, reshaped, and even built up by new sediment.

Students should read the Weathering and Erosion passage and complete the Weathering and Erosion Exit Card .

### Weathering and Erosion Lab:

Follow the included DIY Activity sheet for directions on the Weathering and Erosion Lab .

These resources are from <https://www.generationgenius.com/>

## The Earth's surface gets broken down through weathering.

For as long as the Earth has existed, weathering has helped shape the landscape. Weathering wears away rocks and soil.

Water is often the main cause of weathering, either as rain or ice.

Rainwater can easily enter cracks in rocks or sidewalks. If this happens during

cold months, the water may freeze and expand in the crack. Working as a wedge, the ice splits the rock. Many times, road crews have to patch up potholes caused by weathering from ice.

Wind can also cause weathering. Over long periods of time, wind can wear away rock and carry tiny pieces of the rock to new places. This can create amazing landscapes, such as rocks that look like mushrooms.

Sometimes living things can cause weathering. Plant roots can wedge their way in between small cracks in rocks. As the plant grows, the roots increase the size of the crack little by little. Eventually, pieces of the rocks break off and get carried away by wind or water.



---

## Erosion moves pieces of the Earth.

As pieces of the Earth are broken down by weathering, they are carried away in a process called erosion.

Water is a common way that pieces of the Earth are moved to a new location. Wind also contributes to erosion by blowing the particles away. Glaciers can pick up pieces of the Earth and drag them to new locations. They are slow but powerful.

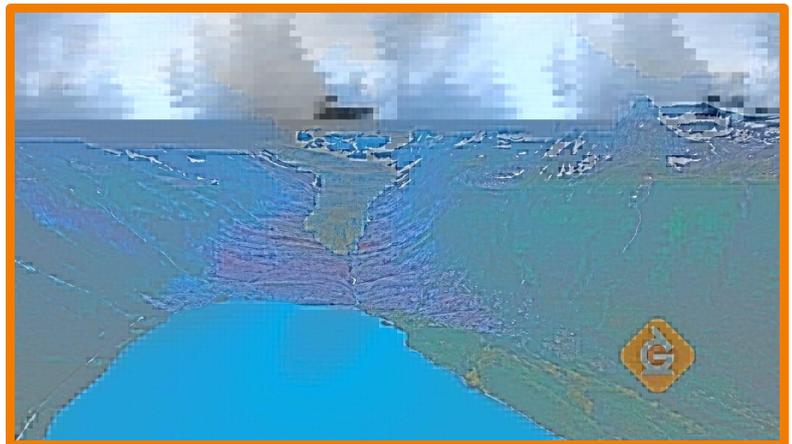


Although erosion has helped shape some of the most amazing features on Earth, it can be harmful to the environment. When soil is washed away from one place to another, it can carry harmful materials like chemical, fertilizers, or pesticides. These dangerous chemicals can pollute our water supply.

---

## Deposition is when pieces of the Earth are deposited somewhere else.

It is important to remember that when weathering happens, tiny pieces of the Earth do not disappear. They are moved through erosion, and deposited somewhere else through deposition. It could be very close, only a few feet away, or it can be many miles away such as if the tiny pieces were washed into a river.



The deposited materials can also create new landforms. For example, in Hawaii black sand from eroded lava is deposited on several beaches.

---

## Weathering happens at different rates.

We see the effects of weathering and erosion every day. Splits in roads or sidewalks are caused by the expansion of ice, or the daily heating and cooling of the ground.

Sand on the beach is created from ocean waves pounding on rocks and eventually creating sand.



Sometimes erosion can happen very quickly like with mudslides. Mudslides are caused by moving water and gravity, and happen in only minutes.

Most weathering, however, is a slow process that happens over thousands or millions of years. The speed at which weathering and erosion take place depends on the type of material that is being worn away. Some hard rock, like granite, wears away slowly, while softer rock like limestone, wears away much more quickly.

## Exit Card

1. Which of these might be carried by the wind, which causes the weathering of rocks?

- a. fog      b. mud      c. pollen      d. sand

2. What caused the pipe in the team's demonstration to crack? \_\_\_\_\_.

3. List three things that may cause the weathering of rocks.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. What is the process called when Earth's surface is broken down into smaller pieces?

\_\_\_\_\_

5. What is the process called when pieces of Earth's materials are moved to another location?

\_\_\_\_\_

6. Which of these does not cause erosion?

- a. liquid water      b. ice      c. sunlight      d. wind

7. True or false: sedimentary rock is formed by deposition. \_\_\_\_\_

8. What is a major land feature formed through weathering and erosion by the Colorado River?

\_\_\_\_\_

9. Which two weathering agents form mudslides?

1. \_\_\_\_\_

# Make Your Own Weathering and Erosion Lab

**Objective-** Make a model of weathering, erosion and deposition using a stream.

## **Materials:**

- Baking tray
- Sand
- Small rocks
- Funnel
- Small stick
- Large pitcher of water

## **Procedure:**

1. In one half of the tray make a landmass with the sand. Ensure it has a slight downhill slope.
2. Starting at the top of the hill, lightly drag a stick through the sand in a “S” shape to create a riverbed.
3. Place stones along the riverbed, which represents boulders.
4. Place a funnel at the top of the riverbed.
5. Slowly pour water in the funnel.
6. Watch the stream as it starts to flow downwards into the empty side of the tray, which represents the ocean.

## **What is going on here?**

When weathering breaks down rocks or other materials it can form small pieces such as dirt, sand, and small rocks. All of the material can get moved through erosion. This happened in the model when flowing water in the riverbed moved some of this material down the hill. Eventually these pieces ended up somewhere else, which was the ocean. This process of the material being deposited at the bottom of the hill is called deposition.

## Health & Physical Education

Component	Description	Materials
Key Concept(s)/Topic	Physical Activity/Interpersonal Communication	Pencil
Vocabulary	Mindful, Strategies, Refuse	
Guiding Questions	Why is it important to be firm but respectful when you don't feel comfortable about doing something?	

**PHYSICAL EDUCATION/ACTIVITY:** Complete at least 3 activities or try them all!

<p><b>12 Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds</p> 	<p><b>13 Play Catch</b> Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p><b>14 Wild Arms</b> As fast as you can complete: 10 Arm Circles front &amp; back 10 Forward punches 10 Raise the Roof's Repeat 3x</p>	<p><b>15 Mindful Senses</b> What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste</p>	<p><b>16 Crawl Like a Seal</b> Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>	<p><b>17 How Fast Can You Go?</b> Pick a distance and see how fast you can run the distance.</p>	<p><b>18 Inchworms</b> Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.</p>
--	---	--	--	---	--	---

**HEALTH EDUCATION NHES #4 INTERPERSONAL COMMUNICATION:** With a parent/ guardian, read the scenario below. Then answer the questions. Refusal strategies are in parentheses ().

**Scenario: Taylor and Sam are walking home from school. Taylor pulls out some cigarettes and wants Taylor to try them.**

Taylor: School was sure long today. I am glad it is the weekend.

Sam: Me too. What are you going to do?

Taylor: First of all, I think we should try these.

Sam: Taylor, where did you get those cigarettes?

Taylor: I took them from my mom's coat pocket. Let's smoke them.

Sam: Taylor, I don't smoke! (I-message)

Taylor: Come one you big baby. It is just one cigarette. Aren't you curious?

Sam: Taylor, let's go find our friends instead. I think they are playing hoops at the park. (Suggest an alternative)

Taylor: I really want to try these. Do you know how nervous I got taking them?

Sam: Taylor, would you listen to me? Do you hear me? I am not smoking! I am going to the courts to see our friends. We need you to play, so put those away and come on! (Repetition, Leaving the situation)

Taylor: Okay, wait for me!

**Answer the questions below. If you need more space, you can write on the back or on a separate sheet of paper.**

1. Which strategies did Sam use on Taylor to say no?
2. Would you have used the same strategies, or do you think there are some better ones?
3. What could have been the consequences if Sam went ahead and smoked with Taylor?