May 12 homework package

	Tuesday May 12	Wednesday May 13	Thursday May 14	Friday May 15	Monday May 18
Morning Work 30 minutes	1) Daily math 2) Introduction to fractions 3) Fractions booklet	1) Daily math 2) Fractions booklet	1) Daily math 2) Fractions booklet	1) Daily math 2) Comparing fractions work	1) Daily math 2) Equivalent fractions work
Afternoon Work 30 minutes	1) Daily science 2) Read 3) Prefixes	1) Daily science 2) Read 3) Prefixes	1) Daily science 2) Read 3) Suffixes	1) Daily science 2) Journal 3) Suffixes	1) Daily science 2) Journal 3) Root words

Tuesday May 12

Morning Work:

- Daily math **(about 5 minutes)** - Students will work to complete the 5 questions for Tuesday in their daily math booklets.
- Introduction to Fractions **(about 25 minutes)** - Students will read over the introduction to fractions page, and the examples on the back side. Then they will work on the beginning of their fractions booklet, the pages are labelled Day One. They will work through the questions for Day One and then move onto the attached worksheets. On the Fraction Shapes page they need to look at the shapes, and write the fraction for how much is shaded. On the Fractions page, they need to shade in the shapes to match the fraction that is given.

Afternoon Work:

- Daily science **(about 5 minutes)** - Students will work on Day 2 of their daily science booklet. They will read the passage twice, and answer the questions at the bottom of the page.

- Read **(about 10 minutes)** - Students have the choice to read silently or to a family member.
- Prefixes **(about 15 minutes)** - Students will read over the prefix and suffix one pagers to get an idea about what the focus will be this week. Then they will work on the prefixes worksheet labelled day one. Read through the refresher at the top of the page, and add the appropriate prefix to each word. Students should say each word out loud with each prefix before choosing the one that makes sense to record on the worksheet. Saying the words out loud help with a better understanding of what makes sense.

Wednesday May 13

Morning Work:

- Daily math **(about 5 minutes)** - Students will work to complete the 5 questions for Wednesday in their daily math booklets.
- Fraction booklet **(about 25 minutes)** - Students will continue to work on their fraction booklet. They will work on the pages labelled Day Two. They will read through the review notes on the top of the worksheet and complete the questions that follow.

Afternoon Work:

- Daily science **(about 5 minutes)** - Students will work on Day 3 of their daily science booklet. They will read the passage twice, and answer the questions at the bottom of the page.
- Read **(about 10 minutes)** - Students have the choice to read silently to themselves or out loud to a family member.
- Prefixes **(about 15 minutes)** - Students will work on the prefix worksheet labelled Day Two. They should say the word with each prefix in the chart, if it makes sense when they say it out loud they write it in the box, if it does not make sense they just

put an x in the box. They will do it for all 14 words on the worksheet.

Thursday May 14

Morning Work:

- Daily math **(about 5 minutes)** - Students will work to complete the 5 questions for Thursday in their daily math booklets.
- Fractions booklet **(about 25 minutes)** - Students will work to complete their fraction booklet. They will work on the pages labelled Day Three. They will read through the review notes on the top of the worksheet and complete the questions that follow.

Afternoon Work:

- Daily science **(about 5 minutes)** - Students will work on Day 4 of their daily science booklet. They will read the passage twice, and answer the questions at the bottom of the page.
- Read **(about 10 minutes)** - Students can read silently or out loud to a family member.
- Suffixes **(about 15 minutes)** - Students should reread the suffix one pager as a brief refresher. Then they will work on the suffix page that it labelled Day Three. They will read the brief notes at the top. They will say the word out loud with each suffix and circle the correct suffix. Then they will use the new word they created using the suffix in a complete sentence on the lines provided.

Friday May 15

Morning Work

- Daily math **(about 5 minutes)** - Students will work to complete Friday's questions in their daily math booklets.
- Comparing fractions **(about 25 minutes)** - Students will work on 3 comparing fractions worksheets. For each, they are shading the fractions shown, before looking to see which is bigger. Then

they will write the correct symbol to show which is greater than, less than, or equal. They will be working with common denominators as well as uncommon denominators, but as long as they are shading correctly they will be able to see which fraction is larger.

Afternoon Work:

- Daily science **(about 5 minutes)** - Students will work on day 5 of their daily science booklets. They will work to complete the questions from what they have learned throughout the week. If they need, they can reference the rest of their work from the week to complete the questions
- Journal **(about 10 minutes)** - Students will do a weekly write. They must turn to a fresh page in their journals, write the date at the top. Then they will write to tell me all about what they did this week. They must write at least 4 full sentences.
- Suffixes **(about 15 minutes)** - Students will be working with how to add a suffix to words that end in e. They should read notes at the top before completing the worksheet. Once they have they are just adding different suffixes appropriately to a variety of words that end in e.

Monday May 18

Morning Work:

- Daily math **(about 5 minutes)** - Students will start a new daily math booklet and work on the 5 questions for Monday. This booklet will have a 34 at the top.
- Equivalent fractions **(about 25 minutes)** - Students will work on the 3 equivalent fractions worksheets. They will look at how different fractions can be the same. They will look at the pieces shaded and determine the equivalent fractions. The last page is matching equivalent fractions.

Afternoon work:

- Daily science **(about 5 minutes)** - Students will start the new daily science booklet that is labelled May 18. They will work on day one. They will read the passage twice and answer the questions at the bottom of the page
- Journal **(about 10 minutes)** - Students will turn to a new page in their journals, date the top and write a journal entry about what the best part of their weekend was and why. They will write 4 full sentences.
- Root words **(about 15 minutes)** - Students will work on the root words page that is labelled Day Five. They will read the notes and fill in the chart. They will look at the root and then the word list, and fill in the chart with all words that have that root. They will repeat the process for all 3 roots.

Dear grade 3/4's,

I hope all is going well for you. I am really enjoying the warmer weather! I like to sit on my deck in the evening and read. I have started the third book in the Harry Potter series and I am loving it. I have read the first 2 books before Tyler bought me the series for my birthday. What have you been up to for fun lately?

♡ Ms. Bruce

Introduction to Fractions!

What is a Fraction?

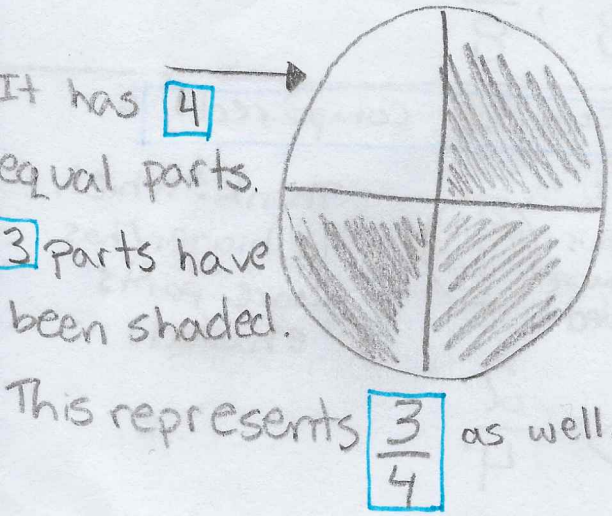
↳ A part of a whole. (Think of sharing something equally.)

What does a Fraction look like? What are the parts of a Fraction?

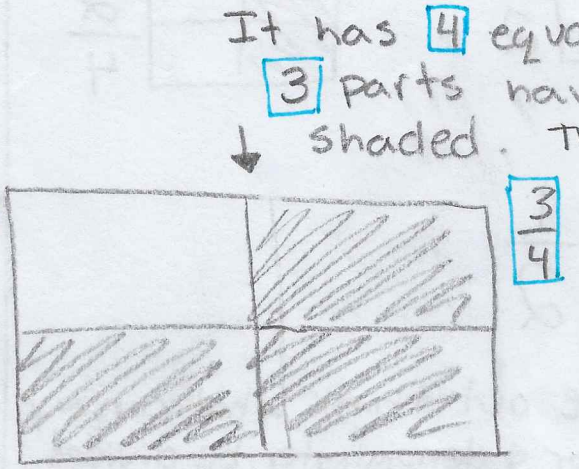
Think of this number as how many pieces are different or gone → $\frac{3}{4}$ ← This is called the **numerator**

Think of this number as how many pieces you have in total → $\frac{3}{4}$ ← This is called the **denominator**

A Fraction can also be shown as a picture.

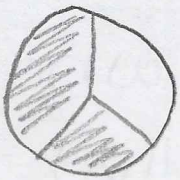


OR

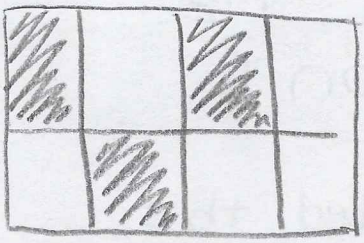


Examples of Fractions!

① $\frac{2}{3}$ ← Numerator
← Denominator



2 of 3 are shaded. We write it as: $\frac{2}{3}$

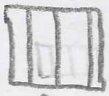
② 

How many pieces all together? 8

How Many are shaded? 3

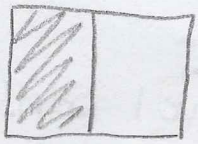
What is the Fraction? $\frac{3}{8}$

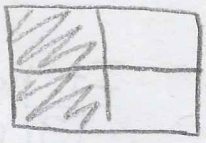
Remember, when dealing with Fractions, they must have EQUAL parts!

Ex  yes, we have equal parts  NO we don't have equal parts.

Cool things to do with Fractions:

Fractions can be equal to each other!

 $\frac{1}{2}$

 $\frac{2}{4}$

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

To Figure out think what can my Numerator & denominater be divided by? It MUST be the SAME!

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

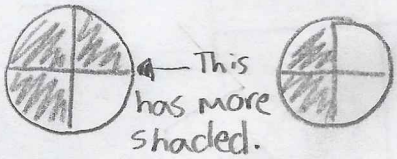
Fractions can be ordered!

$\frac{7}{8}, \frac{5}{8}, \frac{6}{8}, \frac{2}{8}$ ← They all have the SAME denominator

ordered least to greatest:

$\frac{2}{8}, \frac{5}{8}, \frac{6}{8}, \frac{7}{8}$

Fractions can be compared!

 ← This has more shaded.

Think: which is bigger/has more parts shaded.

$\frac{3}{4} > \frac{2}{4}$

UNIT 5

STUDENT BOOK 1 LESSON

Exploring Equal Parts

Day one:

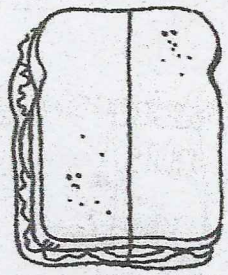
Quick Review

At Home At School

When we share, we can make **equal parts.**

Equal parts means same size or amount.

- This sandwich is divided into equal parts.
  It shows equal shares for 2 people.



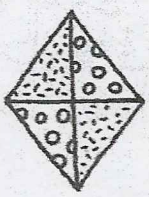
- This jellyroll is cut into 8 equal slices.
  It shows equal shares for 8 people.

Try These

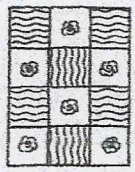
Remember: same size or amount.

1. Circle each picture that shows equal parts.

a)

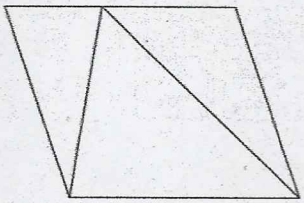


b)

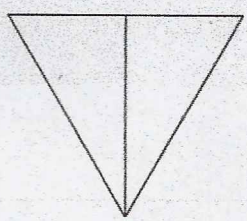


c)

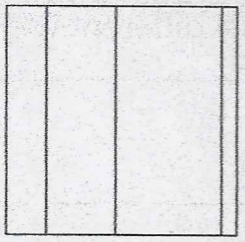
d)



e)



f)



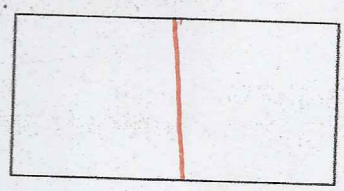
Day one:

Practice

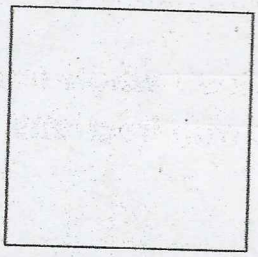
1. Divide each shape to show equal parts.

Hint: draw the lines inside the shapes to make equal parts. *The lines you draw don't have to be perfect but close to equal as you can.*

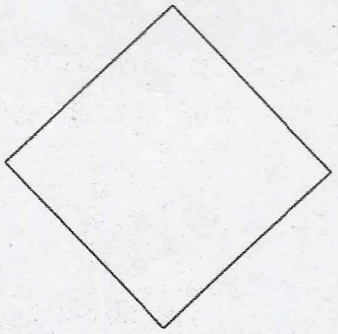
a) 2 equal parts



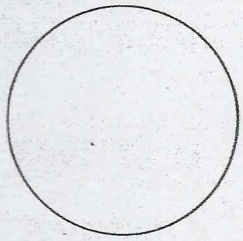
b) 3 equal parts



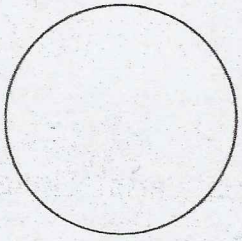
c) 4 equal parts



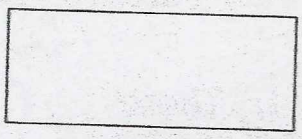
d) 4 equal parts



e) 2 equal parts



f) 3 equal parts



2. Draw a picture of a shape divided into equal parts. Choose any shape you want.

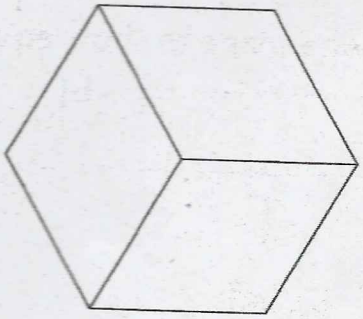
a) 2 equal parts

b) 4 equal parts

Stretch Your Thinking

This shape shows 3 equal parts.
Make it show 6 equal parts.

Hint: Remember they can be equal to each other.
Make 3 pieces into 6.

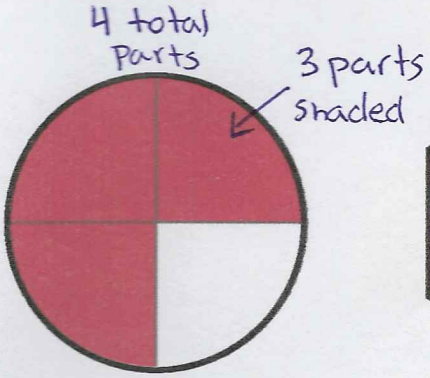


Name: _____

Try it!

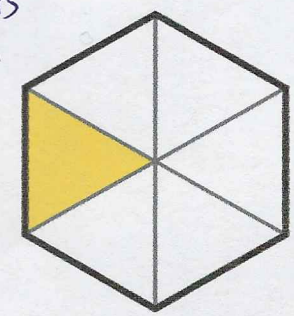
Fraction Shapes

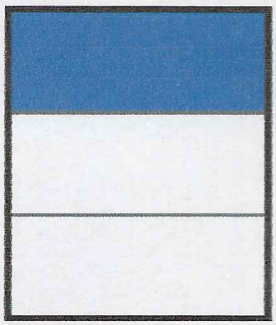
Write the fraction for the shaded area of each shape.

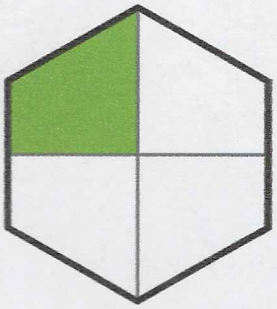


Shaded → 3

Total → 4







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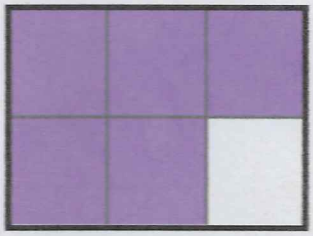

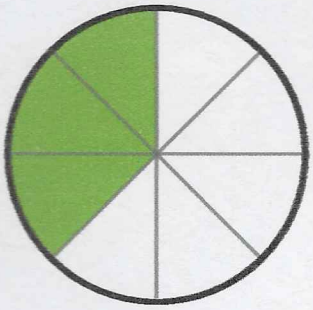

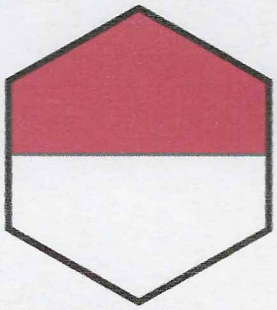

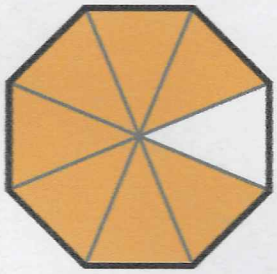

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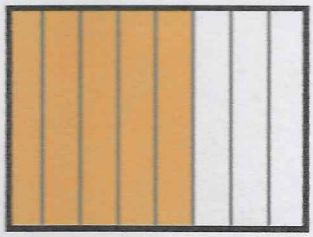
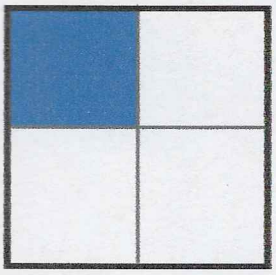
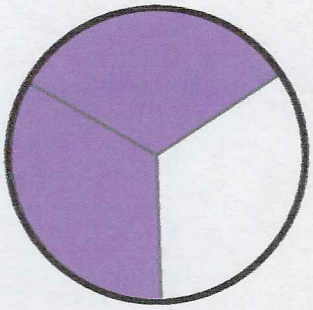
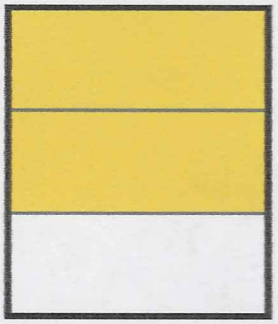








_____ _____ _____ _____

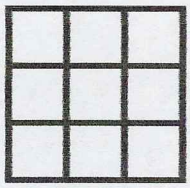
Name: _____

Try it!

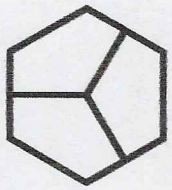
Fractions

a. Color $\frac{3}{8}$ ← How many shaded / ← Total

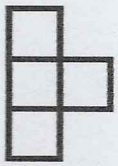
b. Color $\frac{5}{9}$



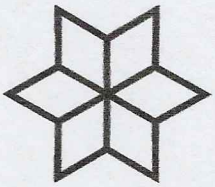
c. Color $\frac{1}{3}$



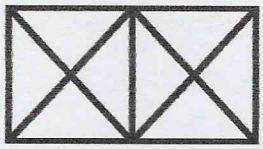
d. Color $\frac{1}{4}$



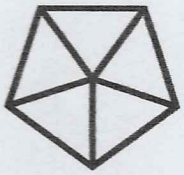
e. Color $\frac{4}{6}$



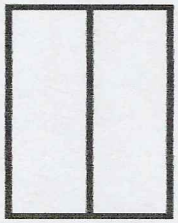
f. Color $\frac{7}{8}$



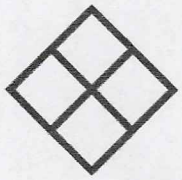
g. Color $\frac{1}{5}$



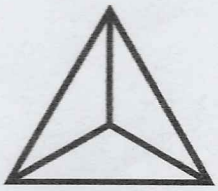
h. Color $\frac{2}{2}$



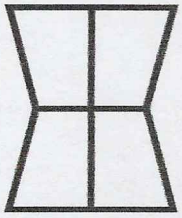
i. Color $\frac{3}{4}$



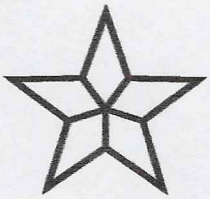
j. Color $\frac{2}{3}$



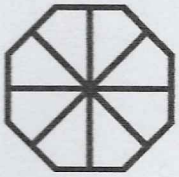
k. Color $\frac{2}{4}$



l. Color $\frac{3}{5}$

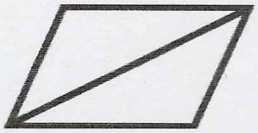


m. Color $\frac{5}{8}$



n. Color $\frac{5}{6}$

o. Color $\frac{1}{2}$



What is a prefix?

A prefix is a group of letters that we add onto the front of a word. Adding those letters changes the meaning of the word.

PRE- Before

RE- Again

UN- Not

MIS- Wrong or bad

DIS- Not

Think of it like this:

Prefix + Word = New word

For example:

Kind means to be nice.

If you add a prefix it will change its meaning.

Let's add **un** and see what happens.

Un + kind = **un**kind

Unkind means not kind.

What is a suffix?

A suffix is a group of letters that is added onto the end of a word. Adding the word part to the end of the word changes its meaning.

Full of

-FUL

Without

-LESS

-NESS

Being

Able to be

-ABLE

Think of it like this:

Word + suffix = new word

The act of

-MENT

Position held

-SHIP

For example:

Kind means nice.

If you add a suffix it will change its meaning.

Let's add the suffix –ness and see what happens.

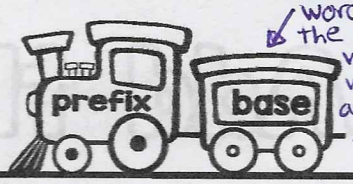
Kind + **ness** = kind**ness**

Kindness is being friendly and generous.

Name _____ Date Day One

Base word or root word is the main word we are adding to.

Prefixes: dis- non- un-



A prefix is a word part that is added to the front of a base word to change the meaning of that word. More than one prefix may mean the same thing.

Examples:

The prefixes ***dis-***, ***non-***, and ***un-*** mean "not" or "the opposite of"

dis + approve = disapprove (not approve)
non + toxic = nontoxic (not toxic)
un + happy = unhappy (not happy)

A. Add the correct prefix to the front of each base word to make a new word.

dis- non- un-

Hint: say the word out loud first. Try it with each prefix and write the one that makes sense.

1. zip unzip _____
2. honest _____
3. fat _____
4. agree _____
5. ripe _____
6. pleasant unpleasant _____
7. stop _____
8. respect _____
9. ~~fair~~ fair _____
10. obey _____

B. Use the words you made above to complete each sentence. Each word will be used only once.

1. Haley knew it was _____ to copy her sister's homework.
2. Luke could not _____ his jacket.
3. Claire ate some _____ yogurt before going for a run.
4. Gloria did not tolerate _____ from anyone.
5. Phil worked _____ on his project.
6. Cameron and Mitchell _____ about everything.
7. Jay had an _____ time at the party.
8. Manny would never _____ his mother.
9. Lily ate the banana even though it was still _____.
10. Alex felt her teacher was being _____.

UNIT 5

STUDENT BOOK 2 LESSON

Equal Parts of a Whole

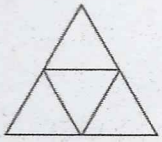
Day two:

Quick Review

At Home / At School

Here are some ways to divide **1 whole** into equal parts.
You can name equal parts with **fractions**.

Other names of equal parts:
- halves/half
- thirds
- sixths
- sevenths
- eighths
- nineths,

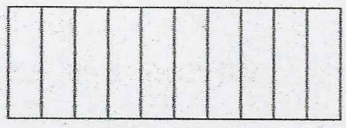


4 equal parts

4 fourths or **4 quarters**

5 equal parts

5 fifths



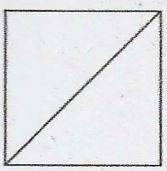
10 equal parts

10 tenths

Try These

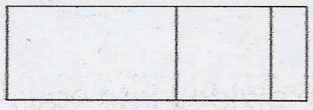
1. Does each shape show equal parts? Circle *Yes* or *No*.

a)



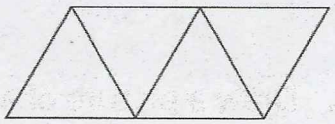
Yes No

b)



Yes No

c)

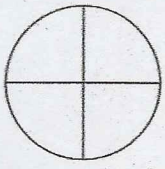


Yes No

2. Name the equal parts of each whole.

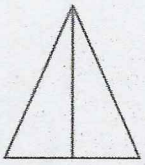
Hint: How many pieces?

a)



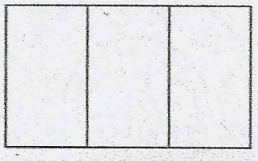
_____

b)



_____

c)



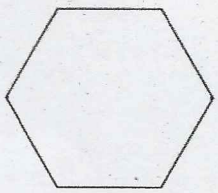
_____

3. Divide each shape to show equal parts. Draw the lines.

a)

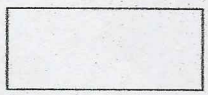
3 thirds

b)



2 halves

c)

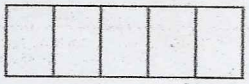


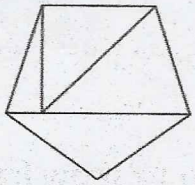
4 fourths

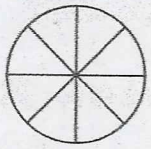
Day two:

Practice

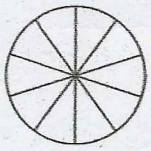
1. Circle the shapes that show equal parts.

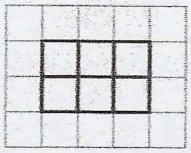
a) 

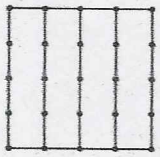
b) 

c) 

2. Name the equal parts of each whole.

a) 

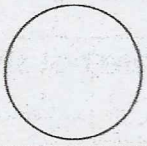
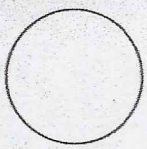
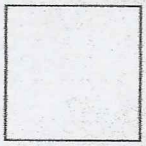
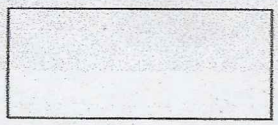
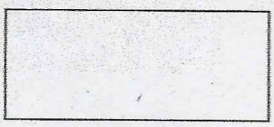
b) 

c) 

_____ _____ _____

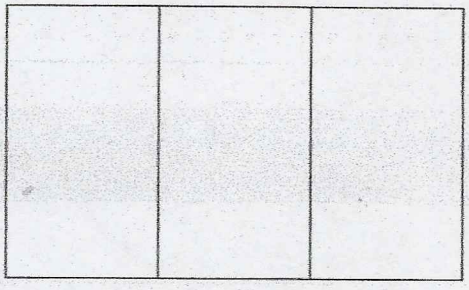
3. Divide each shape to show equal parts. Show 2 different ways.

Hint: switch up the way you draw your lines.

Equal Parts	First Way	Second Way
Halves		
Quarters		
Eighths		

Stretch Your Thinking

This rectangle shows thirds.
Make it show sixths.



Bonus: Make it show $\frac{2}{6}$.

UNIT 5

STUDENT BOOK 3 LESSON

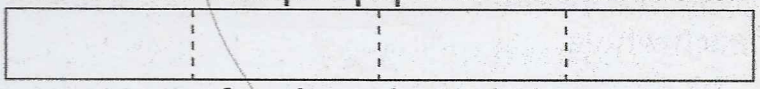
Fractions of a Whole

Day two:

Quick Review

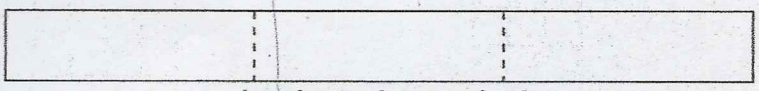
At Home At School

You can fold a strip of paper to show fractions.



4 fourths make 1 whole.

4 Fourths would also look like $\frac{4}{4} = 1$



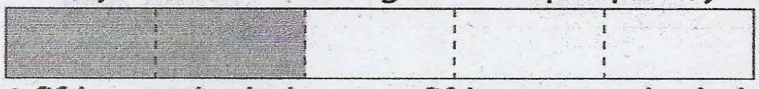
3 thirds make 1 whole.

3 thirds would also look like $\frac{3}{3} = 1$

10 tenths make 1 whole.

This strip shows tenths because all the parts are equal and there are 10 of them. $\frac{10}{10} = 1$

Once you divide the length into equal parts, you can count the parts.



2 fifths are shaded. 3 fifths are not shaded.

shaded: $\frac{2}{5}$ | Not shaded: $\frac{3}{5}$

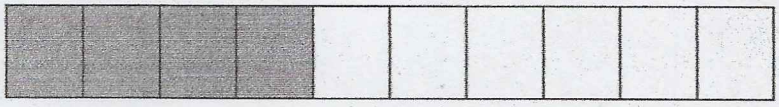
Try These

1. What fraction of each strip is shaded? Write the Fraction for unshaded as well.

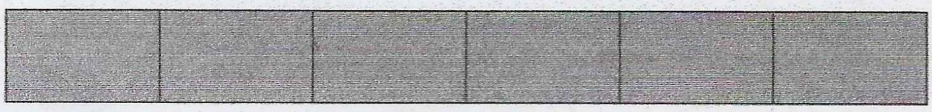
a)

$\frac{3}{4}$ shaded $\frac{1}{4}$ not shaded.

b)



c)



Day two:

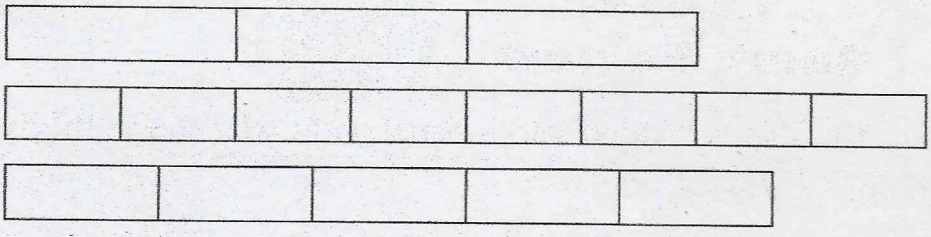
Practice

1. Colour to show each fraction.

   a) 2 thirds

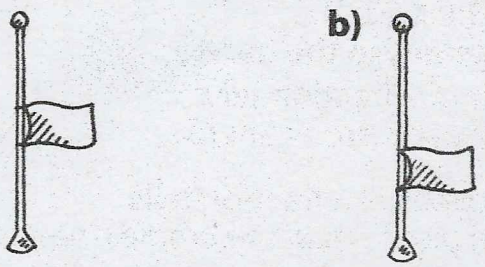
   b) 5 eighths

   c) 3 fifths

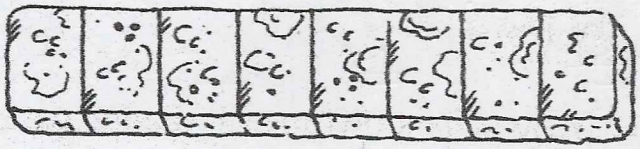


2. Estimate. About how far up the flagpole is each flag?

   a) b) c)



3. Inez and Toby shared this fruit bar. Inez ate 3 eighths of the bar and Toby ate the rest.



   What fraction did Toby eat? _____

Hint shade the parts that were eaten. What is the Fraction for unshaded?

4. Estimate to colour the fraction of each strip.

Estimate means don't draw the lines to be accurate, look at the shape & shade about...

   a) 1 half

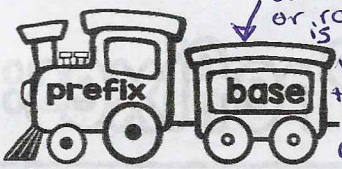
   b) 3 fourths

Stretch Your Thinking

Draw pictures to show how 1 quarter of a strip of paper can be longer than 3 quarters of another strip.

Name _____ Date Day Two

Add the Prefix



Base word or root word is the word we add to. It does not change.

Fill in the charts by adding the prefix to the base word. If the prefix and base word do not make a real word, put an "X" in the box. Hint say the word outloud with each prefix. if it makes sense write it.

Base word	re-	mis-	un-	in-
1. match	rematch	Mismatch	X	X
2. load				
3. take				
4. tied				
5. cut				
6. connect				
7. direct				
8. shape				

Base word	dis-	pre-	out-	over-
1. board	X	X	outboard	overboard
2. load				
3. take				
4. count				
5. charge				
6. view				
7. qualify				
8. order				

UNIT 5

STUDENT BOOK 4 LESSON

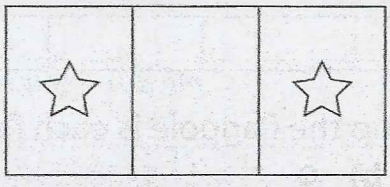
Naming and Writing Fractions

Day three:

Quick Review

At Home At School

This flag is divided into 3 equal parts, so it shows thirds.



Two of the 3 sections of the flag have stars, so the fraction is $\frac{2}{3}$.

$\frac{2}{3}$

- 2 ← The **top number** of a fraction tells how many equal parts are counted.
- 3 ← The **bottom number** of a fraction tells how many equal parts are in the whole.

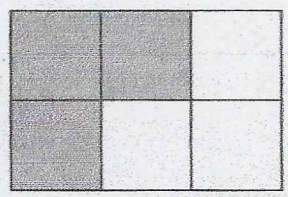
2 is the **numerator**. 3 is the **denominator**.

Try These

1. Write a fraction for each shaded part.

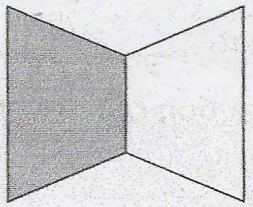
Remember: Parts shaded / Total parts

a)



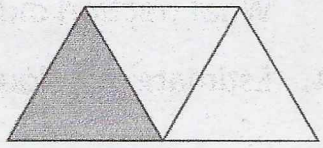
$\frac{3}{6}$

b)



_____

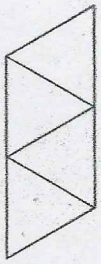
c)



_____

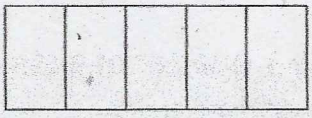
2. Colour each shape to show the fraction.

a)



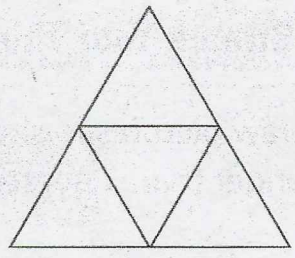
Numerator is Parts shaded. → $\frac{1}{4}$

b)



$\frac{2}{5}$

c)

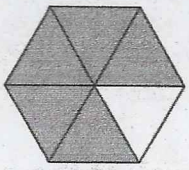


$\frac{3}{4}$

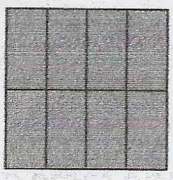
Day three:

Practice

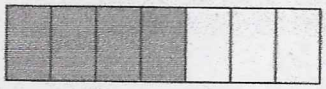
1. Write a fraction for each shaded part.

a) 

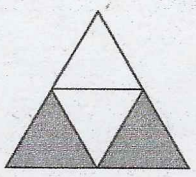
_____

b) 

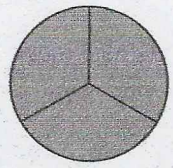
_____

c) 

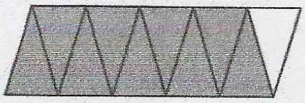
_____

d) 

_____

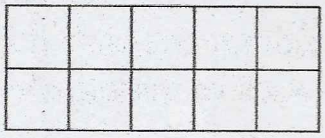
e) 

_____

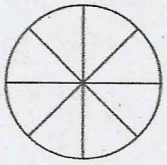
f) 

_____

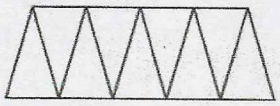
2. Colour each shape to show the fraction.

a) 

$\frac{6}{10}$

b) 

$\frac{3}{8}$

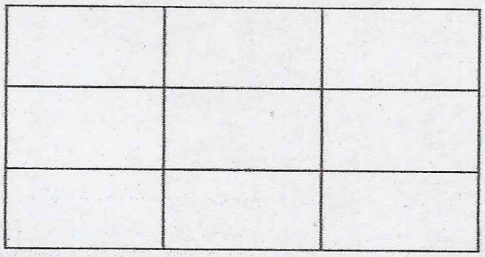
c) 

$\frac{5}{9}$

3. Colour the sections of this quilt.
Use 4 different colours.
Use fractions to describe the quilt.

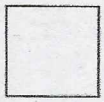
_____

_____



Stretch Your Thinking

This shape represents $\frac{1}{3}$ of a whole.
Show what the whole might look like.



UNIT 5

STUDENT BOOK 5 LESSON

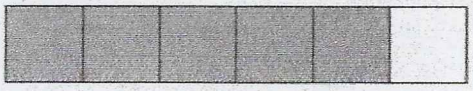
Comparing Fractions

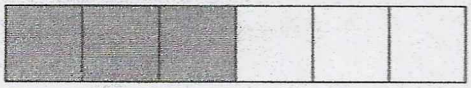
Day three:

Quick Review

At Home / At School

To compare fractions with the same denominators, look at the numerators.





$\frac{5}{6}$ has more sixths than $\frac{3}{6}$.

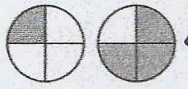
So, $\frac{5}{6} > \frac{3}{6}$

$\frac{3}{6}$ has fewer sixths than $\frac{5}{6}$.

So, $\frac{3}{6} < \frac{5}{6}$

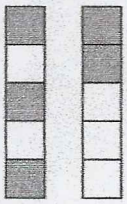
Try These

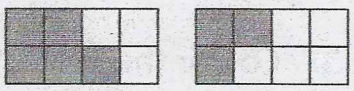
1. Look at each pair of shapes.
   Use >, <, or = to compare the shaded parts.

a)  ← This has more Parts shaded

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

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

b) 

c) 

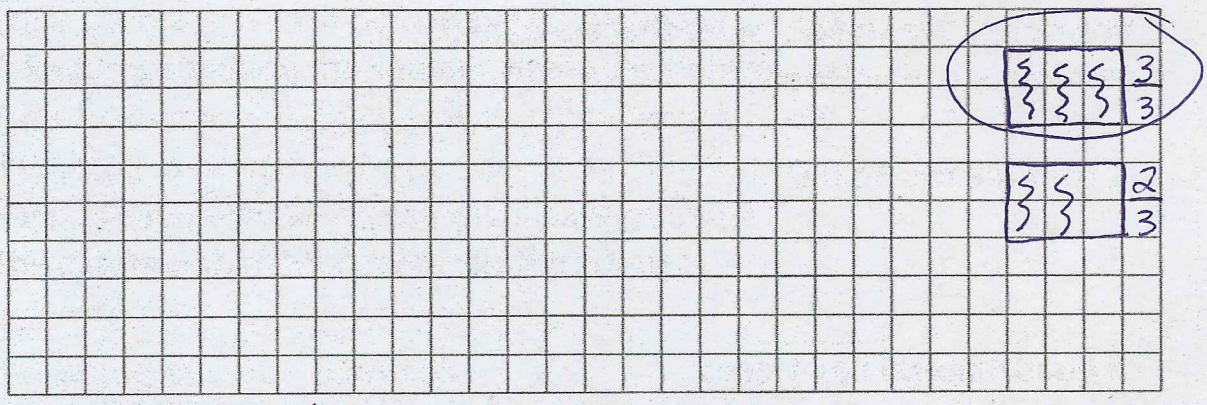
2. Draw a picture to show which is greater: $\frac{3}{4}$ or $\frac{4}{4}$.

Day three:

Practice

1. Draw and shade shapes on the grid to show which is greater. circle the greater Fraction

   a) $\frac{4}{5}$ or $\frac{3}{5}$ b) $\frac{8}{10}$ or $\frac{9}{10}$ c) $\frac{3}{3}$ or $\frac{2}{3}$



2. On Saturday, Jared did chores for $\frac{5}{6}$ of an hour, and Sylvia did chores for $\frac{4}{6}$ of an hour.
   Which child spent more time doing chores? _____
   Draw a picture to show how you know.

3. Use >, <, or = .

   a) $\frac{7}{10}$ ____ $\frac{3}{10}$ b) $\frac{4}{5}$ ____ $\frac{5}{5}$ c) $\frac{4}{8}$ ____ $\frac{1}{8}$

Stretch Your Thinking

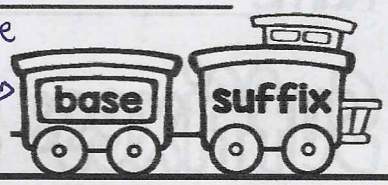
Write a fraction with the same denominator to make a true statement.

a) $\frac{4}{7} > \frac{1}{7}$ b) $\frac{1}{2} <$ _____ c) $\frac{3}{6} =$ _____

d) _____ $< \frac{7}{8}$ e) _____ $= \frac{6}{10}$ f) _____ $> \frac{2}{5}$

Name _____ Date Day Three

Suffixes: -able -ment -ness



A suffix is a word part that is added to the end of a base word. A suffix usually changes the meaning of the word.

Examples:

The suffix *-able* means "able to be" pass + able = passable (able to pass)
The suffix *-ment* means "the act of" move + ment = movement (the act of moving)
The suffix *-ness* means "being" kind + ness = kindness (being kind)

Circle the correct suffix to go with each base word. Then use the new word in a sentence.

1. depend (-able) ~~-ment~~ ~~-ness~~ Sentence: The teacher is loyal and always dependable.

2. sad -able -ment -ness Sentence: _____

3. amaze -able -ment -ness Sentence: _____

4. manage -able -ment -ness Sentence: _____

5. soft -able -ment -ness Sentence: _____

6. accept -able -ment -ness Sentence: _____

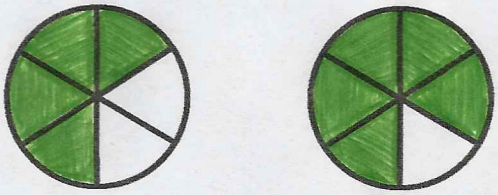
Name: _____

Comparing Fractions

Shade the correct fraction of each shape. Then compare each pair of fractions using the symbols <, >, and = .

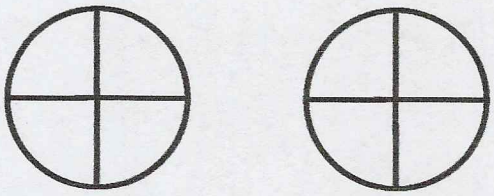
Remember the pacman is always hungry & wants to eat the bigger number

a.



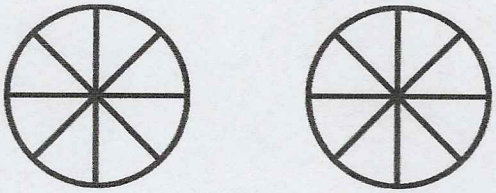
$\frac{4}{6}$ < $\frac{5}{6}$

b.



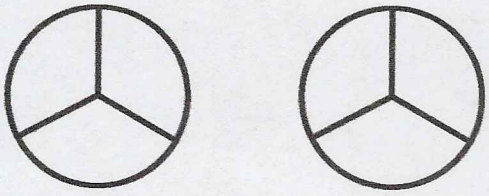
$\frac{3}{4}$ ◯ $\frac{1}{4}$

c.



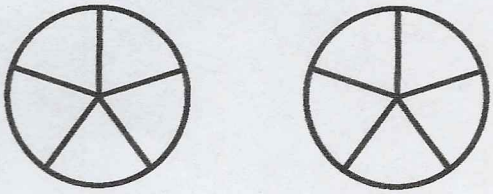
$\frac{5}{8}$ ◯ $\frac{5}{8}$

d.



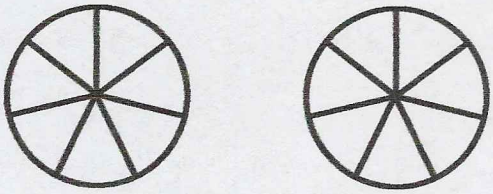
$\frac{2}{3}$ ◯ $\frac{1}{3}$

e.



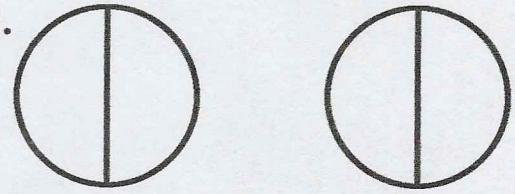
$\frac{2}{5}$ ◯ $\frac{3}{5}$

f.



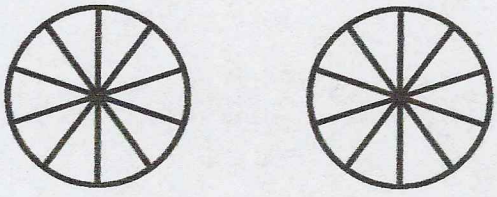
$\frac{1}{7}$ ◯ $\frac{6}{7}$

g.



$\frac{2}{2}$ ◯ $\frac{1}{2}$

h.



$\frac{7}{10}$ ◯ $\frac{5}{10}$

Name: _____

Comparing Fractions

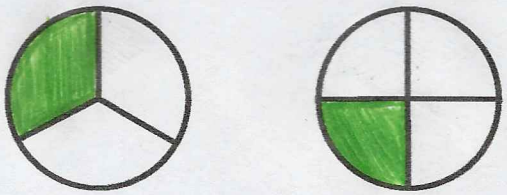
*Remember pac man is always hungry & wants to eat the bigger number *

Shade the correct fraction of each shape.

Then compare each pair of fractions using the symbols <, >, and = .

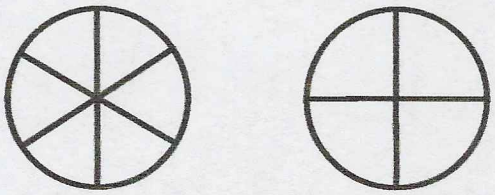
This will be a little harder but shading helps you see which is bigger.

a.



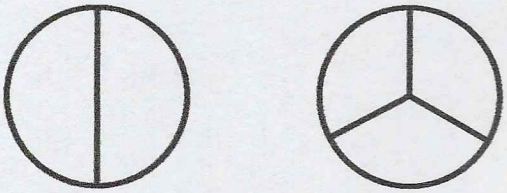
$\frac{1}{3}$ > $\frac{1}{4}$

b.



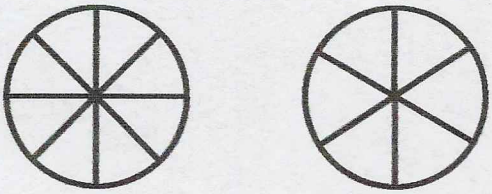
$\frac{5}{6}$ ◯ $\frac{3}{4}$

c.



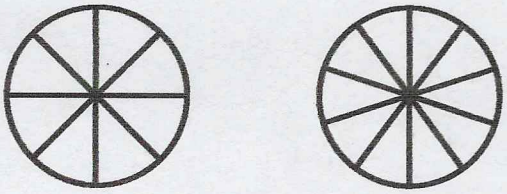
$\frac{1}{2}$ ◯ $\frac{2}{3}$

d.



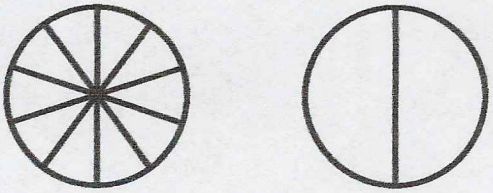
$\frac{5}{8}$ ◯ $\frac{5}{6}$

e.



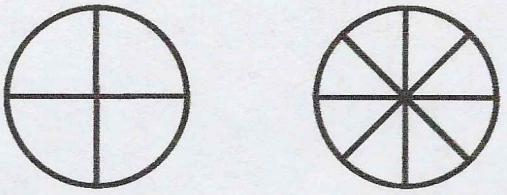
$\frac{7}{8}$ ◯ $\frac{9}{10}$

f.



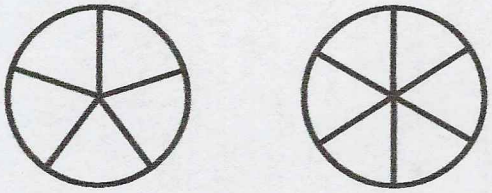
$\frac{5}{10}$ ◯ $\frac{1}{2}$

g.



$\frac{3}{4}$ ◯ $\frac{6}{8}$

h.



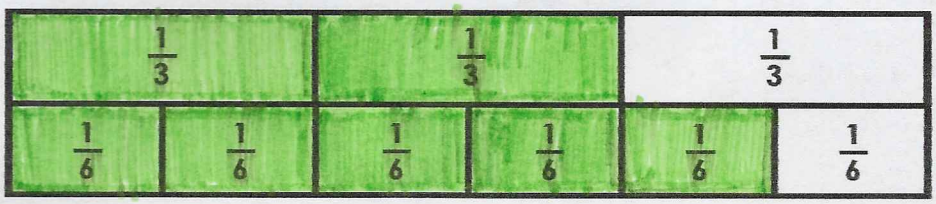
$\frac{4}{5}$ ◯ $\frac{4}{6}$

Name: _____

Comparing Fractions

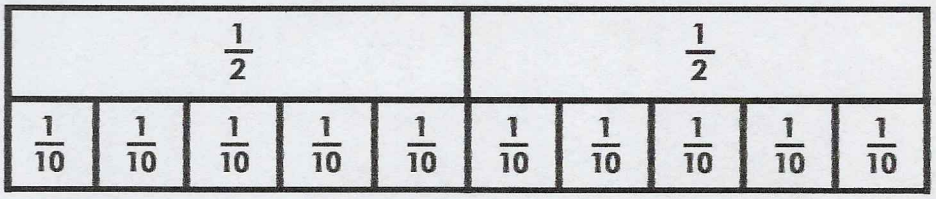
Shade the fraction strips to show the given fractions. Then compare each pair of fractions using the symbol <, >, or =.

a.



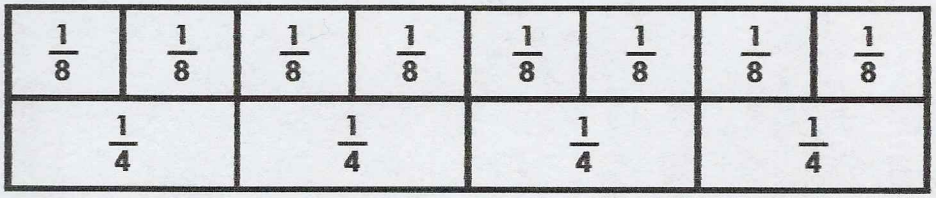
$\frac{2}{3}$ ◯ $\frac{5}{6}$

b.



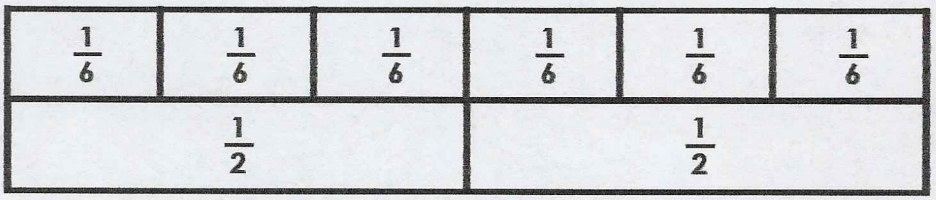
$\frac{1}{2}$ ◯ $\frac{3}{10}$

c.



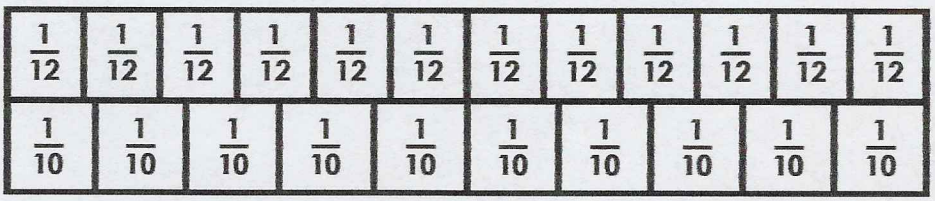
$\frac{6}{8}$ ◯ $\frac{3}{4}$

d.



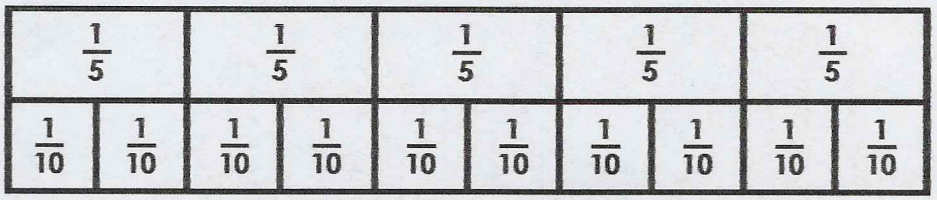
$\frac{5}{6}$ ◯ $\frac{1}{2}$

e.



$\frac{7}{12}$ ◯ $\frac{7}{10}$

f.



$\frac{4}{5}$ ◯ $\frac{8}{10}$

Name _____ Date Day Four

Suffixes: Silent "e" Rule

Sometimes the base word must change when a suffix is added.

Silent "e" Rule:

When a base word ends with a silent "e" and the suffix begins with a vowel, leave the "e" out.

Examples:

like + ing = liking
tame + able = tamable
wide + est = widest

vowels are: A E I O U Consonants are all other letters.

A. Underline the silent "e" in each base word. Then add the suffix in parentheses to make a new word. Be sure to apply the silent "e" rule!

1. ride (-ing) riding
2. rate (-ed) _____
3. store (-able) _____
4. fame (-ous) _____
5. ripe (-est) _____
6. joke (-er) _____
7. state (-ed) _____
8. tune (-ing) _____

B. Underline the silent "e" in each base word. Then add the suffix in parentheses to make a new word. Remember, you do not need to apply the silent "e" rule if the suffix begins with a consonant.

1. slide (-ing) sliding
2. pride (-ful) _____
3. take (-er) _____
4. smoke (-less) _____
5. place (-ed) _____
6. trade (-able) _____
7. cute (-ness) _____
8. blame (-less) _____
9. state (-ment) _____
10. ice (-ing) _____

C. Write four more silent "e" words that end with the *-ing* suffix. You may not use any words from this page.

1. _____
2. _____
3. _____
4. _____

Daily Math Practice

Monday 34

1. $3 \times 3 =$ _____

2.
$$\begin{array}{r} 20 \\ +\ 70 \\ \hline \end{array}$$

3. Write the numbers in order.

90 85 75 95 80

___ ___ ___ ___ ___

4. Fill in the correct symbol.

< = >

fifteen ◯ two + four

5. There are 23 grasshoppers, 106 ladybugs, and 210 ants in the backyard. How many insects are there?

_____ insects

Daily Math Practice

Tuesday 34

1. $31 + 18 =$ _____

2.
$$\begin{array}{r} 62 \\ -\ 19 \\ \hline \end{array}$$

3. Draw a shape with 5 sides and 5 corners.

4. $4 \times \square = 12$

5. Write a word problem for $16 - 14$.

_____

_____

_____

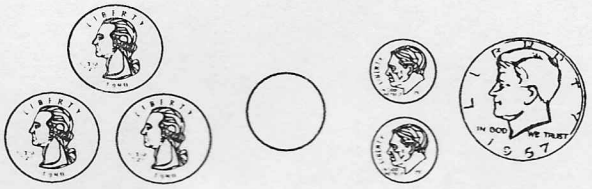
Daily Math Practice — Wednesday 34

1. $5 \times 5 =$ _____

2.
$$\begin{array}{r} 133 \\ +\ 126 \\ \hline \end{array}$$

3. Fill in the correct symbol.

< = >



4. $15 + 24 = 24 +$ ☐

5. A group of 48 campers went on a hike. Soon 4 hikers got tired and stopped. Then 3 hikers got sick and stopped. How many campers made it to the end of the hike?

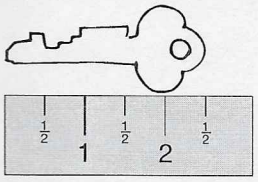
_____ campers

Daily Math Practice — Thursday 34

1. $66 - 32 =$ _____

2.
$$\begin{array}{r} 34 \\ +\ 49 \\ \hline \end{array}$$

3. How long is the key?



_____ inches

4. $3 \times$ ☐ $= 9$

5. The party started at 3:00. It ended at 5:30 in the afternoon. How long did the party last?

_____ hours

Friday 34

How many coins do you need?

				
28¢	1			3
35¢				
49¢				

Daily Progress Record 34

How many did you get correct each day? Color the squares.

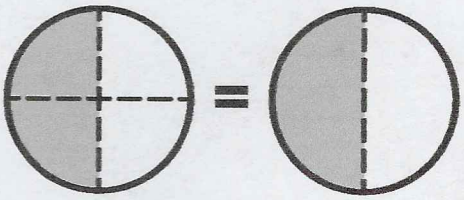
	Monday	Tuesday	Wednesday	Thursday	Friday
5					
4					
3					
2					
1					

Name: _____

Find Equivalent Fractions With Models

Equivalent Fractions

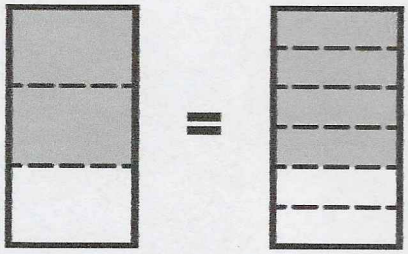
Use the models to find equivalent fractions.



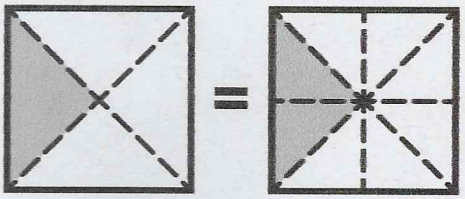
How many shaded

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

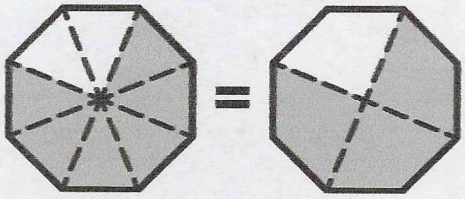
Total Pieces



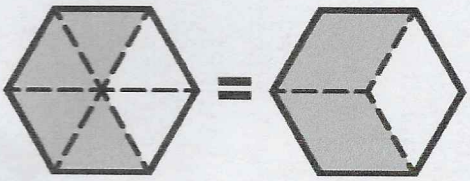
$\frac{2}{3} = \frac{\quad}{6}$



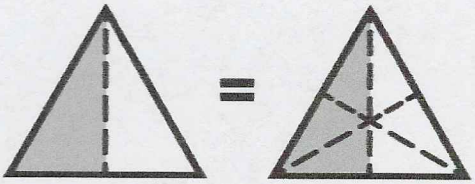
$\frac{1}{4} = \frac{\quad}{\quad}$



$\frac{6}{8} = \frac{\quad}{\quad}$

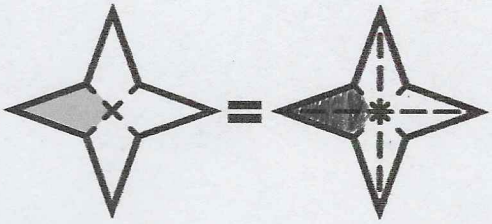


$\frac{\quad}{\quad} = \frac{\quad}{\quad}$



$\frac{\quad}{\quad} = \frac{\quad}{\quad}$

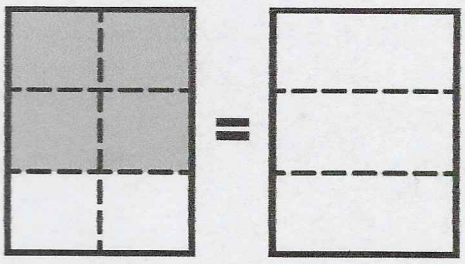
Shade the models and write the equivalent fractions.



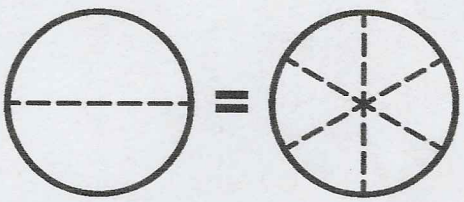
Shaded

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

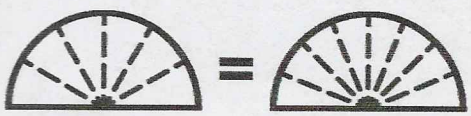
Total Pieces



$\frac{4}{6} = \frac{\quad}{\quad}$



$\frac{1}{2} = \frac{\quad}{\quad}$

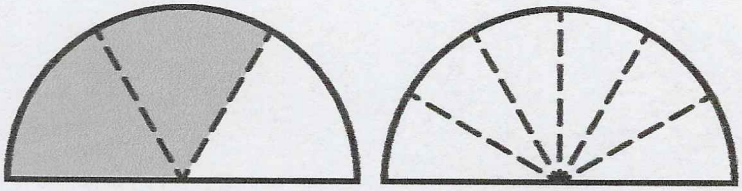


$\frac{3}{6} = \frac{\quad}{\quad}$

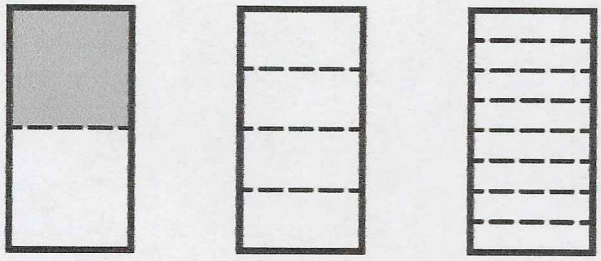
Name: _____

Equivalent Fractions

Part 1: Shade the models to find equivalent fractions.



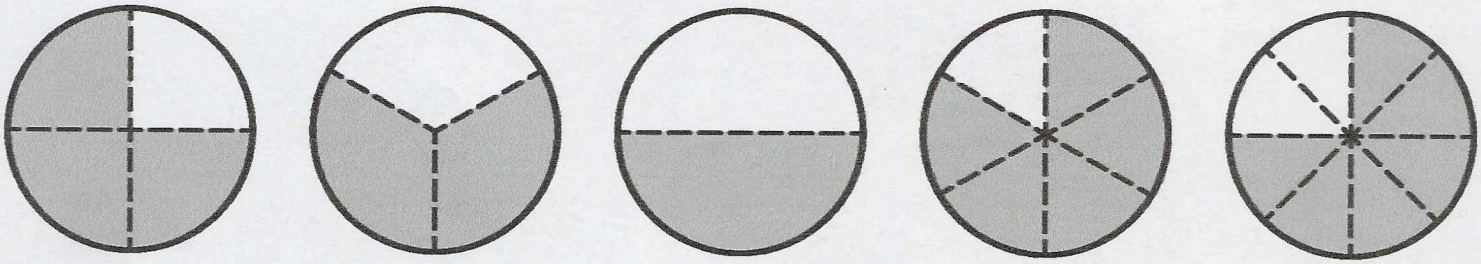
$\frac{2}{3} = \frac{\quad}{6}$



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

Part 2: Write the fraction that names the shaded part of each circle.

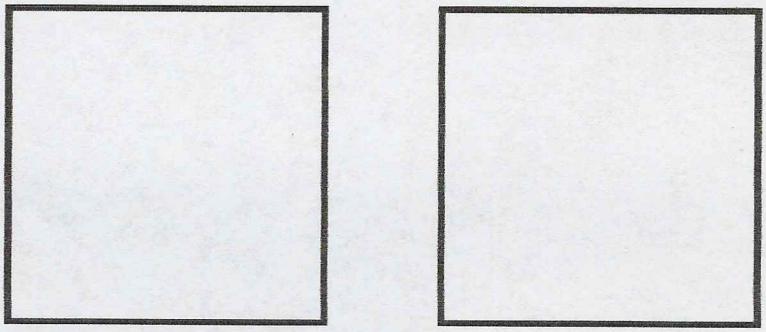
Remember: $\frac{\text{shaded}}{\text{Total pieces}}$



$\frac{3}{4}$ _____ _____ _____ _____ _____

Which two fractions above are equivalent? _____ and _____

Part 3: Draw a line to divide the 1st square into 2 equal parts. Shade $\frac{1}{2}$ of the square.
Then draw lines to divide the 2nd square into 4 equal parts. Shade $\frac{1}{2}$ of the square.

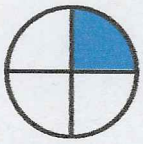


Write an equivalent fraction statement shown by the squares above. _____

Name: _____

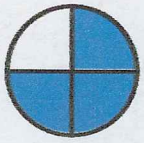
Equivalent Fractions

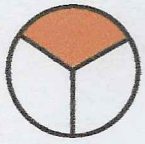
Match the fractions on the left with equivalent fractions on the right.
Write the correct letters on the lines.

D 1.  $\frac{1}{4}$

_____ 2.  $\frac{3}{6}$

_____ 3.  $\frac{3}{8}$

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

_____ 5.  $\frac{1}{3}$

_____ 6.  1 whole

_____ 7.  $\frac{2}{5}$

a.  $\frac{6}{16}$

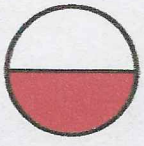
b.  $\frac{4}{4}$

c.  $\frac{6}{8}$

d.  $\frac{2}{8} = \frac{1}{4}$

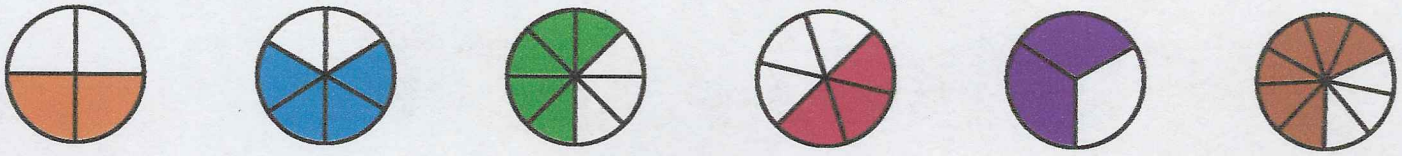
e.  $\frac{4}{10}$

f.  $\frac{2}{6}$

g.  $\frac{1}{2}$

Circle the three fractions below that are equal.

Hint: look at how much is shaded.



$\frac{2}{4}$ $\frac{4}{6}$ $\frac{5}{8}$ $\frac{3}{6}$ $\frac{2}{3}$ $\frac{6}{9}$

Start on May 18

*Remember to mark up each Passage as you read *

Name _____

Daily Science

Big Idea 4

WEEK 4

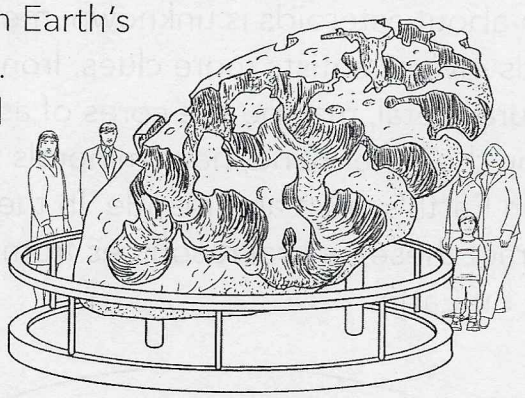
Day 1

Weekly Question

Do all rocks come from Earth?

You might call them "shooting stars," but scientists call the streaks of light you sometimes see flash across the night sky **meteors**. Meteors are bright streaks that are created when rocks or other solid objects from outer space heat up and glow as they fall through Earth's atmosphere. Usually, the objects burn up quickly in the atmosphere and never hit the ground. But if a space rock does land on Earth's surface, it is called a **meteorite**.

Meteorites can look and feel different from other rocks. They can be very heavy, have an unusual shape, and show signs of having melted. If you find a rock like this and it is very different from other rocks in the area, it could be a meteorite.



The Willamette meteorite is the largest meteorite ever discovered in the United States. It weighs over 15 tons.

Vocabulary

meteor
MEE-tee-yor
the glowing trail created by a solid object as it falls through Earth's atmosphere and heats up

meteorite
MEE-tee-yor-ITE
an object from space that hits Earth's surface

A. What four characteristics would help you determine if a rock could be a meteorite?

Characteristics are features or qualities that make something unique in it's own way Think the things that help you identify it

1. _____ 3. _____

2. _____ 4. _____

B. According to the passage, what is the difference between a meteor and a meteorite? Write your answer in a full sentence.

_____

_____

Name _____

Daily Science
Big Idea 4
WEEK 4

Day 2

Weekly Question

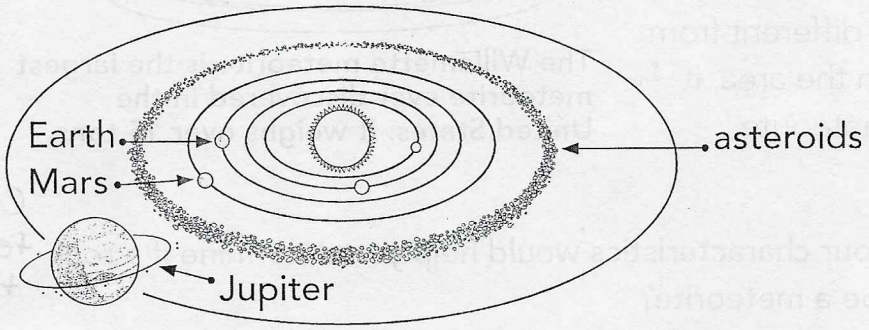
Do all rocks come from Earth?

Most meteorites come from a part of the solar system that is home to many small, rocky bodies called **asteroids**. Asteroids are much smaller than planets, and most of the ones in our solar system exist between Mars and Jupiter. Because asteroids are so small and so far away, scientists have many questions about them, including exactly what they are made of.

Although much about asteroids is unknown, meteorites that come from asteroids give scientists more clues. Iron meteorites, which are almost pure metal, may be the cores of asteroids. Stony meteorites, on the other hand, have minerals that are similar to minerals in Earth's crust and mantle. In the future, we may be able to extract these natural resources from asteroids and use them back on Earth.

Vocabulary

asteroids
AS-ter-oydz
small bodies of solid rock that orbit the sun



A. Why do scientists have difficulty studying asteroids? Write your answer in a full sentence.

_____

B. Write *true* or *false*.

1. Some meteorites contain iron. _____
2. Some asteroids contain part of Earth's crust. _____
3. Asteroids are smaller than planets. _____

Name _____

Daily Science

Big Idea 4

WEEK 4

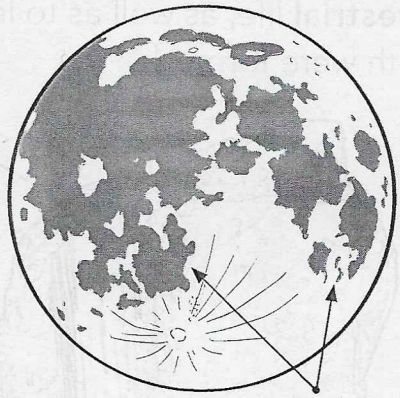
Day 3

Weekly Question

Do all rocks come from Earth?

Meteorites are only one example of the rocks that exist in our solar system. In the late 1960s and early 1970s, astronauts went to the Moon and brought back 842 pounds of **lunar** rocks. There are differences and similarities between lunar and Earth rocks. One difference is that there are fewer minerals in lunar rocks than in Earth rocks. Also, lunar rocks are not changed by weathering or erosion the way that Earth rocks are. This is because the Moon has no atmosphere or flowing water.

Lunar and Earth rocks also have some similarities. For example, lunar dust contains high amounts of calcium, iron, and aluminum, which are all commonly found in rocks on Earth. Also, scientists have determined that lava once flowed across the Moon's surface, forming rock in the same way that it does on Earth. These lava flows created large, dark patches on the Moon, which we call **maria**.



Vocabulary

lunar
LOO-nar
related to or coming from the Moon

maria
MAR-ee-ah
plains of dark basalt rock visible on the Moon's surface

A. What kind of rock makes up the Moon's maria—*sedimentary*, *igneous*, or *metamorphic*? Explain how you know. write your answer in a full sentence.

_____

_____

B. Name two ways lunar rocks are similar to Earth rocks and two ways they are different. Hint: look for the 2 key words in the passage.

Similar: **1.** _____ **2.** _____

Different: **1.** _____ **2.** _____

Name _____

Daily Science
Big Idea 4
WEEK 4

Weekly Question

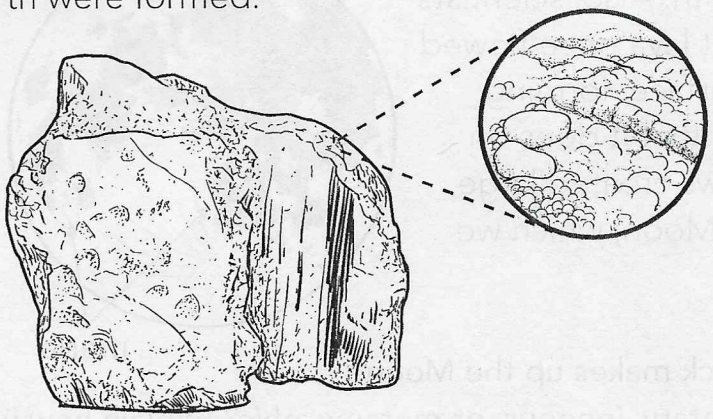
Day 4 Do all rocks come from Earth?

Of all the rocky places in outer space, Mars is the most like Earth. Mars has volcanoes, canyons, and rocks very similar to those on Earth. Mars gets its red color from rocks containing the iron-rich mineral hematite, which is very common on Earth. But Mars also has unusual minerals that are not found on Earth.

So far, scientists have found 34 meteorites from Mars. These rocks contain some of the special minerals that exist only on Mars, and some even show evidence of what might be bacteria fossils. This has prompted scientists to send robots to Mars to study the planet directly. They are hoping to find more proof of **extraterrestrial** life, as well as to learn more about how Mars and Earth were formed.

Vocabulary

extraterrestrial
EK-struh-tuh-RES-tree-ul
not from Earth



← Zoomed in picture of the minerals and bacteria they've found on Mars meteorites.

A. Underline the information in the passage that proves Mars has experienced weathering and erosion.

B. What kind of Mars rock might contain fossils: *sedimentary*, *igneous*, or *metamorphic*? Explain how you know. Full sentences.

_____

_____

_____

Name _____

Daily Science
Big Idea 4
WEEK 4

Day 5

Weekly Question

Do all rocks come from Earth?

*You can use your other work as reference.

A. Use the words in the box to complete the paragraph.

asteroid	lunar	extraterrestrial
meteor	maria	meteorite

The glowing streak of light from a rock in Earth's atmosphere is a _____, but if the rock strikes Earth's surface, it becomes a _____. If the rock came from the Moon, we would call it a _____ rock, and it could have come from the dark spots on the Moon's surface called _____. If the rock came from Mars, it could contain proof of _____ life. Most likely, though, the rock came from an _____ floating between Mars and Jupiter.

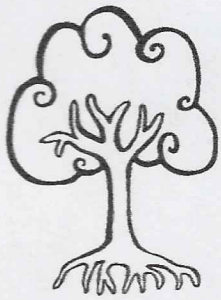
B. Complete the chart to show how each type of rock is similar to and different from Earth rocks.

	Like Earth rocks	Different from Earth rocks
Lunar rocks	1. _____ 2. _____	1. _____ 2. _____
Mars rocks	1. _____ 2. _____	1. _____

Name_____ Date Day 5

What are word roots?

A word root is a word or word part that contains the basic meaning of the word. The meaning can be changed by combining two or more roots or by adding prefixes and suffixes. Knowing the meaning of roots can help you understand new words.



Words grow from roots a little like a tree grows from roots.

Complete each word tree by taking words with the correct roots from the box. Underline the root in each word.

bicycle

cycl
(circular)

← This is the root word, look for words that have it.

autograph

graph
(write or draw)

Find words with this word root. →

phon
(sound)

← Look for words with this word root.

~~autograph~~
~~bicyele~~
cyclone
graphite
microphone
paragraph
photograph
recycle
symphony
telephone
unicycle
xylophone