

Name: _____ Teacher: _____ School: _____

Grade 4: Lesson 1

Solve the addition problems below by drawing base ten blocks and combining like units.

Scaffolding Questions:

- What is the sum of the digits in the ones place?
- What is the sum of the digits in the tens place?
- What is the sum of the digits in the hundreds place?
- What is the sum of the digits in the thousands place?
- Does a place value has a sum of digits greater than 10?
- Are there any units you need to regroup to be able to write it in standard form?

a.
$$\begin{array}{r} 6,311 \\ + 268 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 6,311 \\ + 1,268 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 6,314 \\ + 1,268 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 6,314 \\ + 2,493 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 8,314 \\ + 2,493 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 12,378 \\ + 5,463 \\ \hline \end{array}$$

Name: _____ Teacher: _____ School: _____

Grade 4: Lesson 2

Solve the addition problems below by drawing the numbers in the place value charts.

$$\begin{array}{r} 52,098 \\ + 6,048 \\ \hline \end{array}$$

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

$$\begin{array}{r} 34,698 \\ + 71,840 \\ \hline \end{array}$$

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

$$\begin{array}{r} 54,481 \\ + 35,644 \\ \hline \end{array}$$

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Name: _____ Teacher: _____ School: _____

Grade 4: Lesson 3

Solve the addition problems below using the standard algorithm.

- Use Place value to add from right to left.
- Show regrouping above the problem.

a.
$$\begin{array}{r} 7,909 \\ + 1,044 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 27,909 \\ + 9,740 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 827,909 \\ + 42,989 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 289,205 \\ + 11,845 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 547,982 \\ + 114,849 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 258,983 \\ + 121,897 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 83,906 \\ + 35,808 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 289,999 \\ + 91,849 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 754,900 \\ + 245,100 \\ \hline \end{array}$$

Grade 4: Lesson 4

- Draw a tape diagram to represent each problem.
- For each question, think about:
 - What information do you know?
 - What is the unknown information?
- Use numbers to solve, and write your answer as a statement.

- What is the combined weight of the zoo's African elephant and the giraffe?
- What is the combined weight of the zoo's African elephant and the rhino?
- What is the combined weight of the zoo's African elephant, the rhino, and the giraffe?
- What is the combined weight of the zoo's Komodo dragon and the rhino?

Name: _____ Teacher: _____ School: _____

Grade 4: Lesson 5

Directions:

- Draw a picture or tape diagram to help make sense of the problem.
- For each question, think about:
 - What information do you know?
 - What is the unknown information?
- Use numbers to solve and write your answer as a statement.

1. On Saturday, 32,736 more bus tickets were sold than on Sunday. On Sunday, only 17,295 tickets were sold. How many people bought bus tickets over the weekend? Use a tape diagram to show the work.

2. There were 3,905 more hits on the school's website in January than February. February had 9,854 hits. How many hits did the school's website have during both months?

3. On Sunday, 77,098 fans attended a New York Jets game. The same day, 3,397 more fans attended a New York Giants game than attended the Jets game. Altogether, how many fans attended the games?

4th Grade Math Packet Answer Key

Lesson 1:

- a. 6,579
- b. 7,579
- c. 7,582
- d. 8,807
- e. 10,807
- f. 17,841

Lesson 2:

- a. 58,146
- b. 106,538
- c. 901,256

Lesson 3:

- a. 8,953
- b. 37,649
- c. 870,898
- d. 301,050
- e. 662,831
- f. 380,880
- g. 119,714
- h. 381,848
- i. 1,000,000

Lesson 4:

- a. 15,123 pounds
- b. 17,353 pounds
- c. 20,020 pounds
- d. 5,020 pounds

Lesson 5:

- a. 67,326 bus tickets
- b. 23,613 hits
- c. 157,593 fans



Weekly Language Review



Name _____



Date _____

Day 1	<p>What type of sentence? Add punctuation.</p> <p>Give your brother part of your cupcake _____</p> <p>a. declarative b. interrogative c. imperative d. exclamatory</p>	<p>Which part of speech?</p> <p>The frivolous mistake cost our company thousands of dollars.</p> <p>a. noun b. verb c. adjective d. adverb</p>	<p>Use context clues to determine the meaning of the underlined word.</p> <p>My principal was <u>flabbergasted</u> with the 1st graders' behavior.</p> <p>flabbergasted: _____</p>	<p>Circle the cause and underline the effect.</p> <p>My family moved to Chicago because my dad's job relocated him.</p>
Day 2	<p>Correct the following sentence.</p> <p>what is your favorite book inquired the librarian</p>	<p>The connotative meaning is the positive or negative emotional meaning.</p> <p>slave: _____</p> <p>positive or negative _____</p>	<p>What is the meaning of the underlined word?</p> <p>The <u>thrifty</u> customer bought every item on sale that day.</p> <p>_____</p>	<p>Write the correct pronoun for the blank. I or me</p> <p>They are going to the movies with _____.</p>
Day 3	<p>What type of figurative language is the following sentence?</p> <p>Crackle, snap, pop, good morning.</p> <p>alliteration, onomatopoeia hyperbole, or personification</p>	<p>Complete the analogy.</p> <p>loose: tight :: push: _____</p>	<p>Where would you look to find a good synonym for the word: hot?</p> <p>dictionary, thesaurus, atlas, almanac, phone book</p>	<p>Write F for fragment and S for sentence.</p> <p>Courageous astronauts. _____ Astronauts floated. _____ The stars twinkled. _____ Shooting comets. _____</p>
Day 4	<p>Circle the simple subject and the underline simple predicate.</p> <p>The astronauts floating in the space shuttle.</p>	<p>What is the meaning of the following idiom?</p> <p>He's like a bull in a china shop.</p> <p>_____</p>	<p>The introduction to a book's focus or purpose is called a:</p> <p>preface, table of contents, bibliography, appendix, or index</p>	<p>Write (F) Fact or (O) Opinion.</p> <p>He is the best player on the team.</p> <p>_____</p> <p>The girl has blond hair. _____</p>



Weekly Language Review



Name Answer Key # _____



Date _____

Day 1	<p>What type of sentence? Add punctuation.</p> <p>Give your brother part of your cupcake.</p> <p>a. declarative b. interrogative <u>c. imperative</u> d. exclamatory</p>	<p>Which part of speech?</p> <p>The frivolous <u>mistake</u> cost our company thousands of dollars.</p> <p>a. noun <u>b. verb</u> c. adjective d. adverb</p>	<p>Use context clues to determine the meaning of the underlined word.</p> <p>My principal was <u>flabbergasted</u> with the 1st graders' behavior.</p> <p>flabbergasted: <u>stunned</u>, <u>surprised</u></p>	<p>Circle the cause and underline the effect.</p> <p><u>My family moved to Chicago</u> because my dad's job relocated him.</p>
Day 2	<p>Correct the following sentence.</p> <p>"What is your favorite book?" inquired the librarian.</p>	<p>The <u>connotative meaning</u> is the positive or negative emotional meaning.</p> <p>slave: positive or <u>negative</u></p>	<p>What is the meaning of the underlined word?</p> <p>The thrifty customer bought every item on sale that day.</p> <p>frugal, careful, economical</p>	<p>Write the correct pronoun for the blank. I or me</p> <p>They are going to the movies with <u>me</u>.</p>
Day 3	<p>What type of figurative language is the following sentence?</p> <p>Crackle, snap, pop, good morning.</p> <p><u>alliteration</u>, onomatopoeia, hyperbole, or personification</p>	<p>Complete the analogy.</p> <p>loose: tight :: push: <u>pull</u></p>	<p>Where would you look to find a good synonym for the word: hot?</p> <p>dictionary, <u>thesaurus</u>, atlas, almanac, phone book</p>	<p>Write F for fragment and S for sentence.</p> <p>Courageous astronauts. <u>F</u> Astronauts floated. <u>S</u> The stars twinkled. <u>S</u> Shooting comets. <u>F</u></p>
Day 4	<p>Circle the simple subject and the underline simple predicate.</p> <p><u>The astronaut</u> <u>floating in the space shuttle</u>.</p>	<p>What is the meaning of the following idiom?</p> <p>He's like a bull in a china shop.</p> <p><u>He's very clumsy.</u></p>	<p>The introduction to a book's focus or purpose is called a:</p> <p><u>preface</u>, table of contents, bibliography, appendix, or index</p>	<p>Write (F) Fact or (O) Opinion.</p> <p>He is the best player on the team. <u>O</u> The girl has blond hair. <u>F</u></p>

Reaching New Heights

On and off the basketball court, Charlie Villanueva inspires kids.

By Marjorie Flintom
2017

Charlie Villanueva is a professional basketball player who last played for the Dallas Mavericks. In this informational text, Marjorie Flintom discusses Villanueva's success and his challenges growing up with a skin disease that caused him to lose his hair when he was young. As you read, take notes on Villanueva's attitude about his hair loss.

- [1] Crowded by defenders, Charlie Villanueva leaps toward the basket. One hand lifts the ball high, and for a moment he seems to hang in the air. Then he hammers the ball through the rim. Slam dunk! Another two points!

Today, Villanueva's career may look like a slam dunk. He was a high-school all-American and a national champion at the University of Connecticut. He set Toronto Raptors' rookie¹ records for single-game points (48) and rebounds (18). He has played for the Detroit Pistons, the Milwaukee Bucks, and the Dallas Mavericks.

But life wasn't always easy for him. In fact, he says, his success is due to more than his ability to shoot hoops. He owes much of who he is today to a skin disease he has had since childhood — alopecia areata.

Alopecia makes a person's hair fall out. It's not contagious, so no one can get it from another person. It's caused by an error in the immune system² that triggers germ-fighting cells to attack the body's own hair-growing cells. More than six million Americans have it, and most of them are healthy in every other way. They have talents, abilities, and a need to feel accepted. That's what Villanueva wants the world to know about him and his special group of fans, Charlie's Angels.

- [5] Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs. But something more important happens, too.



"I learned to flip my frustration into motivation." by Tribune Content Agency LLC/Alamy is used with permission.

Additional Words

1. a player's first full season in that sport
2. a system in the body that protects it from harmful substances

slam dunk: to dunk (jumping and putting the basketball in the net with hands) with a lot of force

Sharing His Story

Villanueva shares his painful past. At age 10, he lost patches of hair from his head. It grew back, but then at age 12, all of his hair disappeared. He and his family wondered why. An aunt sent tea recipes, hoping one might cure him. Nothing helped.

The boy from Queens, New York, soon discovered how embarrassing hair loss could be. Other kids called him hurtful names. He began to **withdraw**,³ hiding his head under caps and hoods. In middle school, he was suspended for breaking a no-hats rule. A note from his doctor gave him permission to wear hats, but they only drew more negative attention.

Through it all, Villanueva's mother gave him the support he needed. "She was there for me in good times and bad times. On days when I was hurting and feeling bad, my mother was hurting even more for me."

Discovering His Talent

Then something incredible happened: Villanueva grew taller. In one summer, he grew seven inches! With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a "freak of nature." He began spending more time on the basketball court with his older brothers.

- [10] As he improved as an athlete, basketball helped him deal with his alopecia. "I learned to flip my **frustration** and stress into **motivation** on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well."

The bullying stopped, and his **stellar**⁴ career began. All along the way, he has helped others. Since his **rookie** year, he has been a spokesperson for the National Alopecia Areata Foundation. He started the Charlie Villanueva Foundation to help families of kids with alopecia and to stop all kinds of bullying. The son of immigrants from the Dominican Republic, Villanueva also works toward ending **poverty**⁵ in that country.

His Message for Kids

Villanueva wants Charlie's Angels and all kids to feel good about who they are. "We're all special in our own different ways. **Embrace**⁶ it, and enjoy life positively. I've always tried to surround myself with good people and good environments. Believe in yourself, and all dreams are possible."

He encourages kids to work hard toward their goals and to be there for others. "Basketball is about more than just putting a ball in a hoop," he says. "It's about teamwork and **discipline**."⁷ Many didn't think I'd amount to anything. Thank God they were wrong about me."

3. **Withdraw** (*verb*): to move away from contact or communication with people
4. **Stellar** (*adjective*): extremely good
5. a state of being very poor
6. **Embrace** (*verb*): to accept or support something
7. **Discipline** (*noun*): the practice of training to improve strength or self-control

Additional Words

- **frustration**: feeling of being annoyed or mad
- **motivation**: reason for doing something

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text? (What is the main idea of the story)
 - A. Villanueva's experiences taught him that skills are more important than looks.
 - B. It's important not to care about what other people think or say about you.
 - C. People often don't accept people that they think are different from them.
 - D. Villanueva overcame obstacles in his life to become a successful athlete and help others.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs." (Paragraph 5)
 - B. "With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a 'freak of nature.'" (Paragraph 9)
 - C. "I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well." (Paragraph 10)
 - D. "Basketball is about more than just putting a ball in a hoop," he says. "It's about teamwork and discipline." (Paragraph 13)

3. In paragraph 2, what does the author mean when she describes Villanueva's career as a "slam dunk"?
 - A. His career is extremely successful.
 - B. His career relies on his slam dunks.
 - C. His career took a lot of work.
 - D. His career developed suddenly.

4. Why does Villanueva meet with kids who have alopecia?
 - A. He feels bad for kids with the skin disease.
 - B. He understands what they're going through and wants to help.
 - C. He wants to help find a cure for alopecia for the kids.
 - D. He wants them to develop a love for basketball like he did.

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the text, Charlie Villanueva is described as a successful basketball player. What do you think contributed to his success? What do you think are important traits for achieving success?

contribute: to help cause something to happen

trait: characteristic that makes a person different from others

2. In the text, the author describes Charlie Villanueva's peers teasing him for his hair loss. How did he respond to this? Describe a time when someone teased you and how you responded.

teasing: to make fun of; bullying

3. When Charlie Villanueva was younger, he had a hard time accepting how he looked. How do you think he got over this? Why is it important to accept the things about you that make you different? Describe something unique about yourself and why it's important to you.

unique: one of a kind; different

Vocabulary Match








Draw a line from the word to its definition.

- | | |
|------------------|---|
| 1. Rookie | • To dunk with a lot of force |
| 2. Immune system | • A system in the body that protects it from harmful substances |
| 3. Slam dunk | • A person's first full season in a sport |
| 4. Withdraw | • Extremely good |
| 5. Stellar | • A state of being poor |
| 6. Poverty | • Reason for doing something |
| 7. Embrace | • To move away from contact or communication with people |
| 8. Discipline | • To accept or support something |
| 9. Frustration | • Feeling of being annoyed or mad |
| 10. Motivation | • The practice of training to improve strength or self-control |

Special Forces Choice Board

3-5

Color each square that you complete

20 body squats (solo or with a family member). Walk/jog 5 laps around your house/apartment.	Design your own watch.	See how many different items around the house you can use as an instrument (pots, pans, cans, spices etc.) BE CREATIVE!	Read to a pet or stuffed animal. 
Draw a picture using all the colors of the rainbow.	What are 5 words you can write on a music staff using only the letters in our musical alphabet (A,B,C,D,E,F, and G)? Can you draw a music staff (5 lines) and show where those notes go on the treble clef? (remember G is on line 2!)	Translate the title of a book into emojis. 	50 jumping jacks and 25 push-ups (5 sets of 5)
Go outside and listen to the different noises made by animals, insects, people, cars, planes, etc. See how many different noises you can identify.	Take a book outside and read. 	Pick 5 different muscles to stretch and hold for 20 seconds each. Do as many sit-ups you can do in 60 seconds.	Make and cut/ rip out your own puzzle.
Read to someone in your house. 	Take a walk. Dribble at least one of the following objects: soccer ball, basketball, tennis ball, or any type of ball you have.	Draw yourself as a cartoon character.	Create 4 beat rhythms (use only 4 notes) use ta  ti-ti  and rest Practice clapping, tapping, and patting them.
With a family member do the following: 60 jumping jacks, 25 push ups, stretch 5 (or more) muscles and walk/jog 5 lap around your yard. If you don't have a partner at home to do this with, this can be done alone. See how fast you can finish everything!	Make a collage using old magazines / newspapers.	Family music interview: Who are your favorite musicians/bands? What was the first concert you ever attended? What type of music is your favorite? Have your musical tastes changed throughout your life? (Parents/Guardians: play some examples of music for you kid(s).	Draw a character from a book you are reading the way you picture him or her in your mind. 

MINDFULNESS

From your ACS school counselors: Mrs. Green, Mrs. Dingess, Mrs. Jenkins and Mrs. Miller

Mindfulness is simply... *noticing what is happening right now. It's being where your feet are.*

Mindfulness is taking notice of how your body feels and what you see, smell and taste. Maybe you even feel emotions in your body, perhaps through a tightness somewhere, or a good sensation.

Mindfulness is also noticing what your mind is doing. It is important to try to be mindful every day.

Mindful or Unmindful?

Determine which of the following situations are mindful and which would be unmindful. Check at the bottom for answers.

1. Paying close attention to what someone else is saying so you can repeat back correctly what they said.
2. Trying to do too many things at the same time.
3. Daydreaming or "tuning out" what is going on around you without really noticing what is going on.
4. Helping someone in need, someone with physical challenges, or someone whose needs are different from your own.
5. Eating your food slowly and noticing how it feels in your mouth and the different tastes you notice.

Mindfulness Activity

Now try being mindful for a day! Use your five senses to be mindful.

See - Look, really look closely at something you have never really noticed. Find a flower, a rock or something in your home that you can check out closely. What colors do you see? How does its size compare to other things around you?

Hear - Sit quietly for several minutes with your eyes closed. What sounds do you hear? Are they loud sounds or quiet sounds? High pitched or low pitched?

Touch - Find objects to touch. Are they rough or smooth? Hard or soft? What shapes do you see?

Smell - What smells do you notice in your home? Outside? Can you find flowers, leaves or grass that have different scents?

Taste - This one may be the most fun! Take time to eat more slowly. How does what you are eating feel in your mouth? It is crunchy or soft? Salty, sweet, bitter, or sour?

Vocabulary Match

Draw a line from the word to its definition.

- | | |
|------------------|---|
| 1. Rookie | • To dunk with a lot of force |
| 2. Immune system | • A system in the body that protects it from harmful substances |
| 3. Slam dunk | • A person's first full season in a sport |
| 4. Withdraw | • Extremely good |
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| 6. Poverty | • Reason for doing something |
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| 8. Discipline | • To accept or support something |
| 9. Frustration | • Feeling of being annoyed or mad |
| 10. Motivation | • The practice of training to improve strength or self-control |
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