

August 2021

**4th grade - Blytheville Elementary School
(AMI Packets)Alternative Method of Instruction**

Dear Parents,

Due to Act 862 of 2017, the 4th grade teachers have prepared an alternative method of instruction, AMI Packet. This packet is for days students may be quarantined due to a mandatory class/school quarantine. Students are expected to complete one sheet from each subject daily and return it to school the next day school is in session. All work will be graded. Work must be completed.

**Thank you,
Fourth grade BES Team**

This packet may be used for the following reasons:

- a. A contagious disease outbreak;**
- b. Inclement weather;**
- c. Utility outage; or**
- d. Acts of God.**

Reading

Name: _____

Date: _____

Grade 4 Reading Comprehension Worksheet**Alice in Wonderland**

Read the story. Then answer the questions.

It was a warm summer day and Alice was getting bored sitting beside her sister, suddenly, a little White Rabbit with pink eyes ran in front of her shouting, "Oh dear, I'm late," and then disappeared down a rabbit's hole. "I must find out why he's in such a hurry!" cried Alice. She ran to the rabbit's hole and peeped through the entrance. The hole dropped suddenly and Alice fell. Finally she landed in a narrow hallway with doors of many sizes. On a table, Alice found a tiny gold key and a green bottle that said "DRINK ME" she drank it. Alice began to shrink until she was no bigger than a doll. She opened the door and quickly ran through it. "What a splendid garden!" she exclaimed. But the excitement soon wore off. "I want to be big again," she shouted. Alice went looking for help. Soon, she saw a green caterpillar. He was sitting on the top of a large mushroom. "One side make you big, the other side make you small, the mushroom," he answered. Alice ate a piece of the mushroom. "Thank goodness, I'm growing!" Alice continued her walk. In the middle of a field the Queen of Hearts was playing croquet. "Have you ever played croquet?" the Queen asked Alice. "Yes," Alice answered. "Play with me!" ordered the Queen. "And let me win or I'll have your head!" "Off with her head!" cried the Queen. Alice felt someone touch her shoulder, "Wake up. You've been sleeping for too long," said her sister softly. "I had a strange dream," said Alice.

Answer each question.

1. What did Alice see when she was sitting with her sister?
2. Did Alice find out the Rabbit's hole?
3. What happened when Alice drank the green bottle?
4. Who did help Alice and how?
5. What did she say after eating the mushroom?
6. Who was in the middle of the field and what did she ask Alice?

Name: _____

Date: _____

Grade 4 Reading Comprehension Worksheet

Dogs, Cats, and Mice

By May Nelson

Read the passage. Then answer the questions.

Once upon a time, dogs, cats, and mice were friends. Then, one day, the dogs had to go away on a trip. "We have some important papers," they told the cats. "Will you look after them for us?" "Yes," said the cats. "We will keep them safe for you."

When the dogs had gone, the cats said, "We have nowhere to keep the papers. Let's give them to the mice." "Will you look after these papers for us?" the cats asked the mice. "Yes," said the mice. "We'll look after them for you."

Winter came. The mice were cold. They nibbled at the papers and made little nest to keep themselves warm. Then, one day, the dogs came back. "We've come for our papers," they said to the cats. "We had nowhere safe to keep them," said the cats. "We gave them to the mice." The cats went to the mice. "The dogs are back," they said. "We've come for the papers." When they saw what the mice had done, the cats were very angry. They chased every mouse they saw.

The cats went back to the dogs. "The mice did not look after your papers," they said. "The mice were cold, so they made them into nests."

The dogs were very angry with the cats. They chased every cat they saw. From that day on, dogs have chased mice. They have never been friends again!

Answer each Question.

1. What did the dogs tell the cats one day?
2. Why did the cats go to the mice?
3. What happens to the mice when the winter comes?
4. What did the cats say when the dogs get back their papers?
5. Why did the cats get angry with the mice?
6. What happened from that day on?



Sequencing

Reading Comprehension Worksheet

Practice

A parent or tutor should read along with the student, helping as needed.

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**Sequencing** is putting things in order, *from first to last*.  
 ~~~~~

Here are some examples. Write the number 1 in the box beside what happened *first*. Write the number 2 in the box beside what happens *second*. Write the number 3 in the box beside what happens *third*. Write the number 4 in the box beside what happens *last*.

1. What happened *first, second, third, and fourth*? 1-4?

The birds wanted Magpie to teach them how to build a nest.	
None of the birds stayed the whole time, and Magpie was angry.	
Next, Magpie added some twigs to the nest.	
Magpie made a mud pancake.	

2. What happened *first, second, third, and fourth*? 1-4?

Hans traded his gold coins for a horse.	
Hans took his bag of gold coins and set out to visit his mother.	
Hans traded his goose for an ordinary stone.	
Hans traded his horse for a cow, and his cow for a goose.	

3. What happened *first, second, third, and fourth*? 1-4?

Camel reached over low wall, and Pig went through a low gate.	
Next, Pig heard Camel, and said that being short is best.	
First, Camel said that being tall is best.	
Camel and Pig decided that both tall and short can be best.	

4. What happened *first, second, third, and fourth*? 1-4?

Bear decided never to share the field with Fox again.	
The next year, Fox had the turnips and Bear had only the tops.	
The first year, Fox had the corn and Bear had only the roots.	
Fox and Bear decided to share the crops in the field.	

5. What happened *first, second, third, and fourth*? 1-4?

Finally, the Mother Crab saw that she had been foolish to tell her son to walk straight.	
Then the Mother Crab tried and tried, but she could not walk straight forward.	
The Mother Crab told her son that he should walk straight forward.	
So the Young Crab asked his mother to show him how to walk straight forward.	

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6. What clues can you use to understand the **sequence** of events in a story?

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Grade 3 Reading Comprehension Worksheet

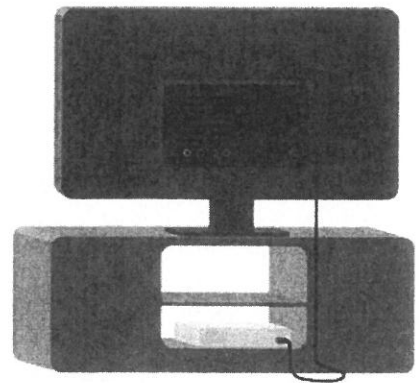
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Read the short story. Then answer each question.

## Helping Hally

Sam was sitting on the couch, watching television. His mom walked in the door with Hally, their dog. Hally walked right over to Sam and licked him hello.

"Hi Hally! How was your checkup?" Sam asked. Hally just looked at Sam.



"We have to help Hally," said Mom.

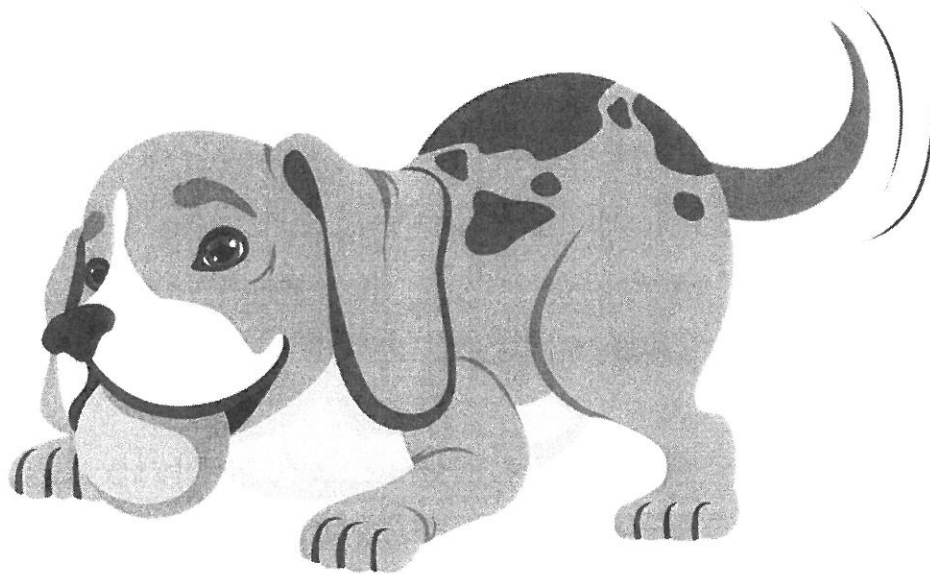
"Help her how?" asked Sam.

"Do you remember when we went to pick up Hally from her litter? We picked her because she looked like her mom. She is brown with spots, with long ears, and she was energetic, so we thought she'd be strong, like her mom. But how does she look now?" Mom asked.

"Well," thought Sam, "She's still brown with spots and long ears, but she's not very energetic or strong anymore."

"That's what the vet said, too. We haven't been letting her exercise as much, and we've been feeding her a lot. She would probably look just like her mom now if we had walked her more. We have to start walking her more often, so that she'll stay healthy for a long time. Will you help?"

"Sure!" said Sam. He decided that he could play fetch with her every day in the yard, because then she could run and run and run until she was tired. The first day, they only played fetch for about 10 minutes before Hally was tired. But Sam kept playing with her every day. Soon, they could play for an entire half an hour! Hally looked stronger every day, just like her mom. Sam felt great about helping Hally get strong again.



Grade 3 Reading Comprehension Worksheet

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**Questions:**

1. Recount the story in your own words.

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2. How did Hally change throughout the story?

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3. What are the problem and solution in the story?

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4. How did Hally's environment change her traits?

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## Grade 3 Reading Comprehension Worksheet

Read the short story. Then answer each question.

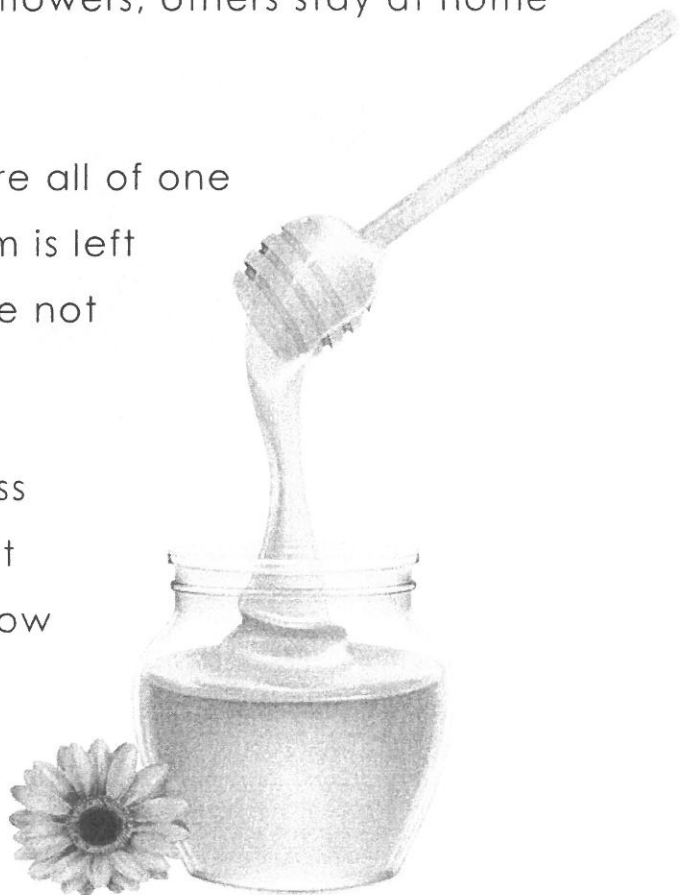
## The Bee

Bees live in a house that is called a hive. There are three kinds of bees: workers, drones, and queens. Only one queen bee can live in each hive. If she is lost or dead, the other bees will stop their work.

Bees are very wise and busy little creatures. They all join together to build cells of wax for their honey. Each bee takes its proper place and does its own work. Some go out and gather honey from the flowers; others stay at home and work inside the hive.

The cells which they build are all of one shape and size, and no room is left between them. The cells are not round. They have six sides.

Did you ever look into a glass hive to see the bees while at work? It is pleasant to see how busy they always are.



But the drones do not work. Before winter comes, all the drones are driven from the hive so that they don't eat the honey which they did not gather.

It is not safe for children to handle bees. Bees have a painful sting that they use in their defense.



**Questions:**

1. How many sides does a cell in the hive have?
  - a. Three
  - b. Four
  - c. Six
  - d. Seven
  
2. What happens to the drones in the winter?
  - a. They sleep.
  - b. They find a new hive.
  - c. They are driven out.
  - d. They repair the hive.
  
3. Which is not a kind of bee?
  - a. Workers
  - b. Kings
  - c. Queens
  - d. Drones
  
4. Which word best describes bees?
  - a. Hard-working
  - b. Lazy
  - c. Stupid
  - d. Cuddly





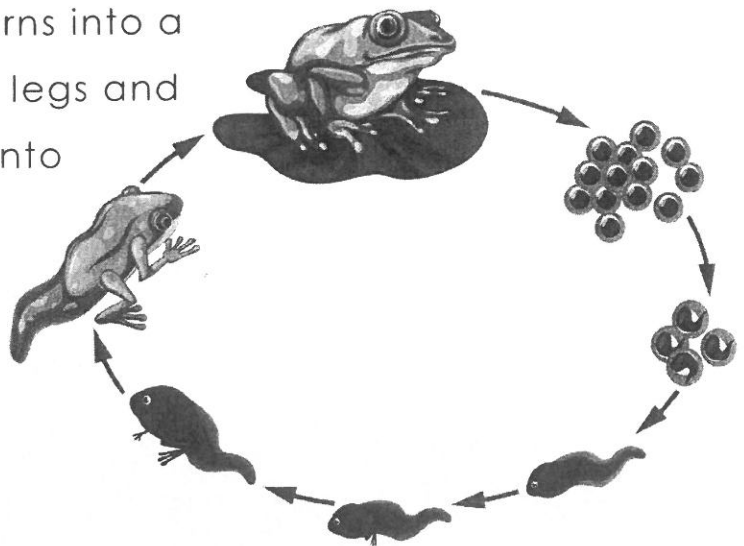
Read the short story. Then answer each question.

## The Life Cycle

When you plant a seed, does it stay a seed forever? No! Plants and animals grow and change throughout their lives.

Many plants begin as seeds. As the seed gets what it needs (water, sunlight, and nutrients from the soil), it begins to grow. The seed turns into a little sprout. It keeps growing until it is a full-grown plant. Then the plant makes new seeds, so that new plants can grow even after the plant grows old and dies. Those seeds will then go through their growth process. Because seeds go through this process over and over again, it is called a life cycle.

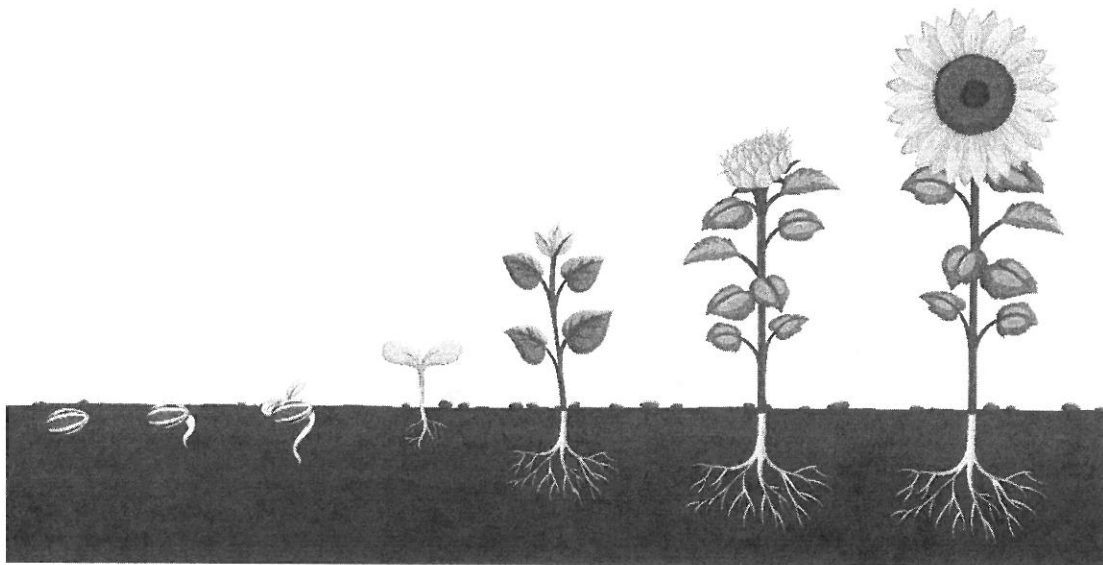
Animals also have life cycles. A frog begins as an egg. When the egg hatches, it turns into a tadpole. The tadpoles grow legs and arms, and eventually grow into adult frogs. The adult frogs lay eggs, so that new frogs can live even after the frog grows old and dies.



A dog's life cycle is a little different than a frog's, because a dog does not start out as an egg. It is born from its mother's belly. The puppy keeps growing and is eventually an adult dog. Then the adult dog might have puppies to continue the life cycle!

Insects like caterpillars go through life cycles, too. Caterpillars begin as eggs. When they hatch, they are larva. The caterpillar becomes a pupa, and inside of the pupa it turns into an adult. The adult is not a caterpillar; it is a butterfly! Then the butterfly lays eggs, so that new caterpillars and butterflies can live even after the butterfly grows old and dies.

Plants and animals don't stay the same throughout their lives, they grow and change through their life cycle.



**Questions:**

1. What is the short story mostly about?

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2. What is a life cycle? Do all life cycles have things in common?

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3. What is the main topic of the second paragraph?

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4. Do you know about the life cycle of any other plants or animals?

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5. Describe it. If not, how could you learn about different life cycles?

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## Sequencing

### Reading Comprehension Worksheet

#### Practice

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Sequencing is putting things in order, *from first to last*.
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Read about lightning and thunder, paying attention to the **sequence** of events, from *first to last*.

#### Lightning and Thunder

Long ago, people made up myths and legends to explain what causes lightning and thunder. Having an explanation for something can make it less frightening. Lightning and thunder can be very frightening especially because they often happen just before a big rainstorm.

We now know what causes lightning and thunder. Have you ever noticed that you often hear thunder just a few seconds after you see lightning? This is because it is lightning that causes thunder. If the storm is far away from you, there are a few seconds between the lightning and the thunder. If the storm is close to you, you hear the thunder almost at the same time that you see the lightning.

Lightning is caused by electricity building up inside a cloud. When a large mass of warm air and a large mass of cold air come together high above the earth, it causes a lot of movement in the air. The cold air moves down while the warm air moves up, which creates something like friction. An electric charge builds up in the clouds. The charge gets stronger and stronger until it explodes—and the LIGHTNING flashes.

When the lightning flashes, the air around it becomes unbelievably hot—five times hotter than the surface of the sun!

The heated air expands into the cooler air around it, causing the shockwave that we call thunder.

Even though we usually see lightning before we hear the thunder that it causes, the two events happen just a fraction of a second apart. In addition, both light and sound travel through the air in waves. However, light waves travel faster than sound waves, so the light waves from the explosion get to us first.

A tiny version of an event similar to lightning and thunder can happen when you brush your feet along a carpet and then touch a doorknob. You can sometimes hear the little sizzle of mini-thunder, and see the flash of mini-lightning.

1. Write the numbers 1 through 6 in the boxes beside the events to show the sequence of what happens to cause lightning and thunder, from *first to last*.

1-6?

|                                                                                          |  |
|------------------------------------------------------------------------------------------|--|
| Friction created by air movement creates an electric charge inside a cloud.              |  |
| A large mass of warm air and a large mass of cold air come together high above the earth |  |
| We hear a crash of thunder.                                                              |  |
| The cold air moving down and the warm air moving up creates something like friction.     |  |
| We see a flash of lightning.                                                             |  |
| An electric charge inside a cloud grows stronger and stronger.                           |  |

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2. What is something else that can cause a flash of electricity?



Sequencing

Reading Comprehension Worksheet

Practice

~~~~~  
**Sequencing** is putting things in order, *from first to last*.  
~~~~~

Read about what causes snow, paying attention to the **sequence** of events, from *first to last*.

What Causes Snow?

We know that it is not just the cold that causes it to snow. There are many cold wintery days without snow. And sometimes even when the temperature is below freezing we have rain instead of snow. So what causes snow?

Snow starts the same way that rainstorms start. A large mass of warm air and a large mass of cold air come together high above the earth. Sometimes the warm air is stronger, and it pushes the cold air up. Then we have warmer weather on the ground. Other times the cold air is stronger and it pushes the warm air up. Then we have colder weather on the ground. And when that happens, the clouds in the warm air get colder and colder as they are pushed higher and higher. This causes something very interesting to happen.

Clouds are made when water vapor in the air is warmed. As it cools, the water vapor changes into droplets of water so tiny that they are invisible, but we can easily see the cloud that they form. In warm air, when enough of these tiny droplets collect in a cloud they gather into larger drops that are heavy enough to fall as rain. But when a warm cloud gets pushed up into very cold air, the water vapor changes directly into ice, instead of changing into water first. (The opposite process would be heating an ice cube so hot and fast that it turned into

water vapor without turning into water first!) When enough of these tiny pieces of ice are formed, they gather into the form of snowflakes that become heavy enough to fall to the ground.

If the air under the snow cloud is cold enough, the snowflakes fall all the way to the ground. If the air is both cold and dry, the snowflakes fall as the small powdery flakes that don't stick together. If the air is cold and damp, the snowflakes begin to melt around the edges and stick together as they fall. These snowflakes fall to the ground as large flakes that stick together easily, and are ideal for making a snowman!

1. Write the numbers 1 through 6 in the boxes beside the events to show the sequence of what happens to cause snow, from *first to last*.

1-6?

Tiny bits of ice in a cloud gather together into snowflakes.	
The cold air pushes the warm air up.	
If the air that the snowflakes fall through is warm enough, the snowflakes fall all the way to the ground.	
A large mass of warm air and a large mass of cold air come together high above the earth.	
The snowflakes get heavy enough to fall toward the ground.	
Water vapor in the clouds turns directly into tiny bits of ice.	

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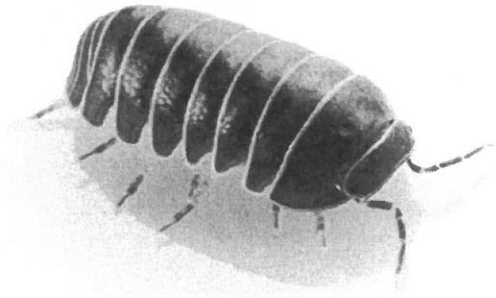
2. What happens when the air that the snowflakes fall through is warm enough to turn ice into water?

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# Roly-Poly Pill Bugs

by Cynthia Sherwood



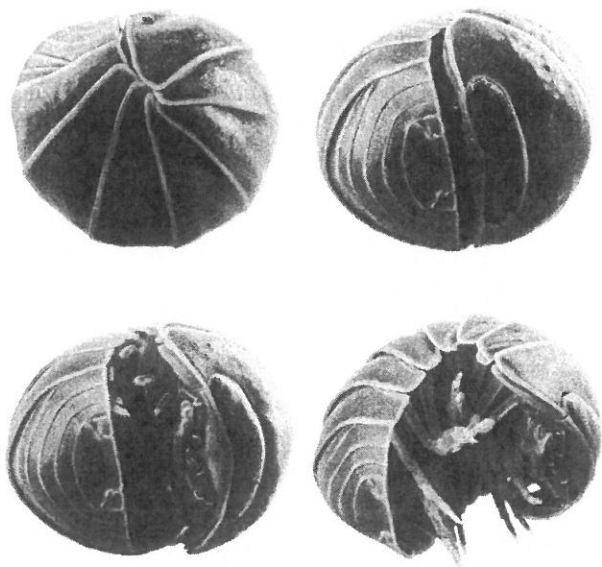
Some people are afraid of bugs such as spiders or beetles. But there is one bug that just about everybody likes—pill bugs. If you ever pick one up, you know why its nickname is “roly-poly.” A pill bug rolls up into a tight little ball to protect itself. This bug is scared of you, not the other way around!

These little gray or brown bugs can be found almost everywhere in the United States except the desert. That is because they need to stay moist. But they can live in dry places like California thanks to lawn sprinklers. One of their favorite hang-outs is under damp flower pots.

Did you know that pill bugs have something in common with kangaroos? After her eggs hatch, the mother pill bug carries her young in a pouch under her belly. The little pill bugs stay there until they are big enough to be on their own.

Pill bugs also have something in common with snakes. Just as snakes shed their skin when it gets too small, pill bugs do too. This is called “molting.” A pill bug molts about five times until it is full-grown.

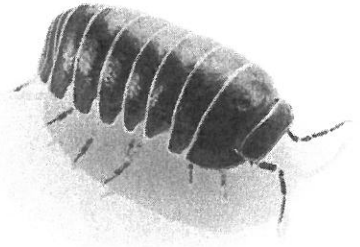
Pill bugs are a little like owls, too. Pill bugs are nocturnal, meaning they are most active at night. That is when they most like to wander around and look for food. And just like earthworms, pill bugs help break down plants in the soil. Pill bugs aren't just nice bugs. They are also interesting ones!



Name: \_\_\_\_\_

# Roly-Poly Pill Bugs

by Cynthia Sherwood



1. Why are pill bugs nicknamed "roly-poly"?

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2. Where would you be least likely to find a pill bug?

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| a. under a large rock near a pond | b. under a log near a downspout    |
| c. in a vegetable garden          | d. hiding in the roots of a cactus |

3. How is a pill bug like a kangaroo?

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4. What does the word "molting" mean?

- |                             |                          |
|-----------------------------|--------------------------|
| a. active at night          | b. shedding its skin     |
| c. crawling in a damp place | d. crawling like a snake |

5. How are pill bugs and earthworms alike?

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6. Which statement from the article is an opinion?

- a. This bug is scared of you, not the other way around.
- b. A pill bug molts about five times until it is full-grown.
- c. Pill bugs aren't just nice bugs; they are interesting ones.
- d. One of their favorite hang-outs is under damp flower pots.

## Story elements

### Reading Comprehension Worksheet

#### Practice

A parent or tutor should read along with the student, helping as needed.

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Stories have a beginning, a middle, and an ending.

The beginning of a story tells you *who* the story is mostly about, and *where* the story mostly takes place.

The **characters** are *who* the story is mostly about.

The **setting** is *where* the story mostly takes place.

The middle of a story tells you the *things that happen* in the story.

The **events** are the *things that happen* in the story.

The **plot** is *all of the events* in the story. The plot usually includes some kind of *problem*.

The ending of a story tells *how the problem is solved*.

The **problem solution** is *how the problem is solved*.

~~~~~

Think about these **story elements** as you listen to this story.

#### The Golden Fish Keeps a Promise

By L. M. Gask

Upon a certain island in the middle of the sea lived a fisherman and his wife. They were so poor they often went without bread when the fishing did not go well.

One day when the man had been fishing for many hours without any luck, he hooked a small golden fish with eyes as bright as diamonds.

"Let me go, kind fisherman," the little creature cried. "I would not even make a single mouthful for your dinner."

The man was so moved by the beauty of the golden fish that he let him go. Before he swam away, the fish promised that he would come back if the fisherman ever needed help.

The fisherman laughed, for he could not think how a little fish could help him, other than providing a bit of food. He went home and told his wife about his adventure.

"What!" she cried. "You let him go? We have not a scrap of food in the house, and I suppose that now we must starve."

The fisherman's wife continued to fuss at him until, finally, he decided to go and put the little fish to the test. He hurried down to the seashore, and stood at the edge of the waves.

"Golden Fish, Golden Fish! Come and help me, please," he called. The last word was not out of his mouth when the little fish popped its head up out of the water.

"You see I have kept my promise," said the fish. "How can I help you, my friend?" And when the fisherman made his request, the fish simply said, "Don't worry about that. There will be plenty of food when you get home."

And strangely enough, when the fisherman arrived home, there was a basket of bread on the table, and cheese and fruit as well.

Now let's think about the **story elements**.

1. **Characters:** *Who* is this story mostly about?

- A. a little golden fish
- B. a fisherman, his wife, and a little golden fish
- C. a fisherman's wife and a little golden fish

2. **Setting:** *Where* does this story mostly take place?

- A. in a small cabin
- B. on a beach
- C. on an island

3. **Problem:** What *problem* does one or more of the story characters have?

- A. The fisherman and his wife do not have much food to eat.
- B. The fisherman does not want to let the golden fish go free.
- C. The golden fish does not keep his promise to help the fisherman.

4. **Event 1:** Which event happens *first* in this story?
  - A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
5. **Event 2:** Which event happens *second* in this story?
  - A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
6. **Event 3:** Which event happens *third* in this story?
  - A. The fisherman's wife fusses at him for letting the fish go free.
  - B. The fisherman catches a small golden fish.
  - C. The fisherman calls for the golden fish to come and help him.
7. **Problem Solution:** How is one of the characters' problem *solved*?
  - A. The fisherman catches the golden fish again.
  - B. The fisherman asks the golden fish for help, and food appears on the table.
  - C. The fisherman's wife asks the golden fish for help.

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8. How does thinking about **story elements** help you to understand the story better?

Language

Day 1

Monday
4th grade

CHAPTER 1 *The Parts of Speech*

Pronouns

A **pronoun** is a word used in place of one or of more than one noun.

EXERCISE Circle the pronouns in the following sentences.

EXAMPLE: Jane watched (her) frisbee as (it) disappeared behind the trees.

1. Ms. Gates told her to collect the tests.
2. Our ecology project proved challenging.
3. Maria exhibited her model spacecraft at the science fair.
4. The drama coach told the players they would have to rehearse five hours every day.
5. Substitute Kitt's school supplies for hers.
6. To whom is the principal pointing?
7. It was nice of Jim to invite everyone in the class to his party.
8. Whose bicycle is this? It is not mine.
9. Their car is the same color as ours.
10. Pedro is studying for his law exam; therefore, he keeps to himself.
11. One of the boys left his book report in the gymnasium.
12. The team is winning more games than the coach thought it would.
13. This is a stunning victory for our side!
14. They think so highly of themselves.
15. Who is the tennis player wearing the blue shorts and yellow shirt?
16. Did anyone give her the brochure for summer camp?
17. Since the others have arrived, anything can happen in the game.
18. I advise you to make an appointment to see your career counselor.
19. His favorite quotation is: "Ask not for whom the bells tolls. It tolls for thee."
20. Both of my parents enjoy exotic foods.

Tuesday 4th grade

Day 2

Verbs — Action Verbs

An **action verb** is a word that expresses physical or mental action. There are two classes of action verbs — transitive and intransitive. A verb is **transitive** when the action it expresses is directed toward a person or thing named in the sentence. A verb is **intransitive** when it expresses action (or helps to make a statement) without reference to an object.

EXERCISE On the line provided, write the action verb of the sentence and label it **v.t.** for transitive or **v.i.** for intransitive.

EXAMPLES: William Shakespeare wrote *Hamlet*.

wrote, v.t.

People often disagree.

disagree, v.i.

1. Colonial America offered freedom to a variety of people.
2. To many the colonies represented an opportunity for religious freedom.
3. Victims of religious intolerance sought an escape from persecution.
4. Indentured servants also sailed to American shores.
5. Often the poor of England sought economic freedom here.
6. They paid for their passage by working in America.
7. Many stayed in America after settling their debts.
8. Some indentured themselves for seven years.
9. Tenant farmers came, too.
10. They brought their dreams of prosperity with them.
11. These settlers made America a melting pot.
12. Scots, Irish, Welsh, and Scots-Irish immigrated to the colonies.
13. All arrived with hope.
14. Descendants of these settlers remain today.

Wednesday 4th grade

Day 3

Verbs — Linking Verbs

A **linking verb** is a verb that does not express action but serves as a link between two words. Linking verbs are sometimes called **state-of-being verbs**.

EXERCISE Underline the verbs in the sentences below. If the verb is a linking verb, write **LV** on the line provided. If the verb is an action verb, write **AV**.

EXAMPLES: The leader appeared angry.

He reprimanded the sergeant.

1. I felt a sharp sting on the sole of my foot.
2. The skin grew red.
3. It also appeared bumpy.
4. My throat muscles became tight.
5. Breathing was difficult.
6. John called my doctor.
7. I felt relieved.
8. For some people bee stings are dangerous.
9. They need medicine immediately after a bee sting.
10. Otherwise they become very ill quickly.
11. My doctor treats many people with allergies to bee stings.
12. Always wear shoes outdoors.
13. I ignored her advice.
14. Of course, I felt foolish.
15. Allergic reactions to bee stings are sometimes fatal.
16. My doctor scolded me a bit.
17. I looked sheepish.
18. The experience taught me a good lesson.
19. Now I am more careful.
20. I avoid bees and other stinging insects.

Thursday 4th grade

Day 4

CHAPTER 1 The Parts of Speech

Verbs — Linking Verbs

EXERCISE On the lines provided, write the linking verbs that appear in the sentences below.

EXAMPLE: I felt ill.

felt

1. The food smelled good.
2. John is captain of the basketball team.
3. Carmen and Frank were champions.
4. Is that Jeannette?
5. They remained calm throughout the ordeal.
6. Why is that answer correct?
7. The winners were Sue and David.
8. Who is the author?
9. This book sounds interesting.
10. Joan was the valedictorian.
11. The prospects looked dim.
12. Cleve is the new president of the math club.
13. Is Rachel the best singer in the school?
14. Are you the tallest person in your class?
15. Wednesday, Rosalie felt unusually happy.
16. I am the luckiest person alive!
17. Juan became a highly respected judge.
18. Ramon seemed anxious about the test.
19. The room appeared clean.
20. After twenty minutes the children grew impatient.

Friday 4th grade

Day 5

CHAPTER 1 The Parts of Speech

Verbs — Helping Verbs

Helping verbs help the main verb express action or make a statement.

EXERCISE On the lines provided, write all the helping verbs that appear in the following sentences. If a sentence has no helping verb or verbs, write **None** on the line.

EXAMPLES: I should be leaving about 7:00 P.M.

I hit the ball.

Do you understand French?

should be

None

Do

1. Jamie had been waiting for his turn to play the piano.
2. His fluttering stomach had distracted him for nearly an hour.
3. Nervously, he played his piece over and over again in his mind.
4. The conductor finally beckoned.
5. How would he do in this important competition?
6. Jamie could not even guess.
7. He knew that he must not lose his confidence completely.
8. Falling apart under pressure would be very embarrassing for his parents and his teacher.
9. How could he rid himself of this stage fright?
10. Sighing, Jamie sat down at the piano.
11. Suddenly, the nervousness had disappeared.
12. Jamie, alone with his music, played calmly through the piece.
13. There might have been no one else in the concert hall.
14. Never had he played so well.
15. Would the judges award him the medal?
16. Jamie awaited the verdict eagerly along with all his competitors.

Monday 4th grade

Day 6

Verb Phrases

The main verb and the helping verb(s) make up a unit that is called the **verb phrase**.

EXERCISE On the line provided, write the verb or verb phrase in each sentence.

EXAMPLES: The football season will be coming soon.

I read one chapter of *Pride and Prejudice* last night.

will be coming

read

1. Admitting a mistake can take real courage.
2. Because of their pride, some people will not admit their errors.
3. Fear of exposure may also be a cause.
4. Punishment might very well be the consequence of such a confession.
5. One might well recall past errors and punishments.
6. He or she may simply deny the results of error.
7. Other people might laugh at such weaknesses.
8. Still others might very well use such a confession against a person later.
9. Yet, honesty often compels acceptance of one's mistakes.
10. Justice can be an important factor.
11. Most people have a conscience.
12. This conscience can override all the fears of confession.
13. A person shows maturity in many ways.
14. Maturity results from a series of successes and failures.
15. An error can even lead to a good experience.
16. It can teach humility and understanding of others' flaws.
17. It can help a person in other ways as well.
18. No one, of course, actually enjoys serious errors.
19. A mistake is rarely fun.
20. Often it can be quite embarrassing.

Prepositional Phrases — Adverb Phrases

An **adverb phrase** is a prepositional phrase that modifies a verb, an adjective, or an adverb.

EXERCISE Underline all adverb phrases in the sentences below.

EXAMPLE: Call me early in the morning.

1. Nat "King" Cole was famous for his singing.
2. Look under the car seat.
3. Throw the ball into the basket.
4. Soon Roberto will be back from Europe.
5. In Alabama flowers bloom early in the spring.
6. At home in the fall, football games are played every Friday night.
7. The dogwood trees flower late in April.
8. Kuni is famous for her paintings.
9. You'll be late for school if you don't hurry.
10. We searched the forest for seven hours.
11. During the afternoon we will go swimming.
12. At the corner store you can buy green peppers.
13. I saw the President on television.
14. When the game was over, we danced in the streets.
15. The movie star filmed that sequence on location.
16. When we arrived at noon, all the bargains were gone.
17. While Rita worked in the kitchen, Tony vacuumed the living room.
18. After Mahlon had delivered his papers on Thirtieth Street, he crossed to Acorn Lane.
19. In this high school, academic excellence is stressed.


EXERCISE 4. Identifying Adverb Phrases and the Words They Modify. Number your paper 1-10. Write the prepositional phrases used as adverbs in each sentence. There may be more than one in a sentence. After each adverb phrase, write the word it modifies.

1. Yesterday, many residents of Chicago suffered from the heat.
2. In the morning, my friends and I drove to Lincoln Park.
3. At noon, we ate our big picnic lunch with gusto.
4. Later in the day, we walked around the park.
5. An unusual monument stands near the picnic grounds.
6. This monument shows humanity as it marches through time.
7. In Rockefeller Center I once saw another artist's concept of time.
8. Three figures are painted on the ceiling; they represent Past, Present, and Future.
9. Wherever you stand in the room, Past's eyes are turned away from you; Future's eyes look outward and upward.
10. The eyes of Present, however, look straight at you.

Adjectives

Often nouns are used as adjectives. Proper nouns used as adjectives are called **proper adjectives**.

EXERCISE In the sentences below, circle the nouns used as adjectives. Draw an arrow from each noun used as an adjective to the noun it modifies.

EXAMPLE: Grandmother is already shopping for our Christmas presents. 

1. The line was long for the latest horror movie.
2. Mr. Tanaka is an entertaining dinner guest.
3. I hope the weather will be better for the scout jamboree.
4. The program committee decided to cancel the dance.
5. The student association became involved in the project.
6. Graduation day is exactly one week away.
7. Maria always wins ribbons at the state fair.
8. It was a thrilling experience to ride in the police helicopter.
9. This semester my most interesting course is world history.
10. The politicians are debating their party platform.
11. The arrangements for the family reunion are getting complicated.
12. The game will be held in the new sports arena.
13. Tickets for the jazz concert are impossible to get.
14. Helen buys her tennis shoes on sale.
15. The wise consumer tries the discount stores first.
16. Juice, eggs, and bran muffins make a hearty, healthy breakfast.
17. Leslie finds her summer friends amusing.
18. Rick wants to build a resort somewhere along the New England coast.
19. Our boat trailer has a flat tire.
20. Have you read the latest suspense story by that writer?

Prepositional Phrases — Adjective Phrases

An **adjective phrase** is a prepositional phrase that modifies a noun or a pronoun.

EXERCISE Draw parentheses around the adjective phrases in the sentences below.

EXAMPLES: The blue car (of Sarah's) is new.

Three members (of the team) won medals (of gold).

1. The boy in the red shirt kept tapping his pencil.
2. The heat of the July day sapped the energy of the entire summer-school class.
3. A girl in a flowered sundress fanned herself lazily.
4. The tow-headed student in the back of the room shifted restlessly in his seat.
5. The lesson on the prepositional phrase was the subject of the day.
6. The students had already learned the definitions of nouns and pronouns.
7. They had also been taught the rules governing various uses of the adverb and adjective.
8. They knew the definition of a phrase.
9. The summer's heat in the classroom, however, interfered with their concentration on grammar.
10. The breeze from the fans blew their materials about, but it did little more.
11. Opening the windows on the east wall of the room only brought the noise of traffic into classroom.
12. What is the reason for grammar, anyway?
13. Grammar and usage provide guidelines for writing and speaking standard English.
14. What is the exact nature of the prepositional phrase?
15. How can anyone tell the difference between an adjective phrase and an adverb phrase?
16. Does position in the sentence determine whether a phrase is an adjective phrase or an a phrase?
17. The details of the prepositional phrase are not very difficult, but they do take concentra
18. In the heat of summer, however, grammar seemed harder.
19. Nevertheless, both the students and the teacher in that classroom plugged on.
20. They conquered the mysteries of the prepositional phrase.

Writing

Day 1

Name: _____

Date: _____



Family Trip Narrative Writing Prompt Worksheet

A writing prompt is a short entry that generally contains a question to help you pick a topic to write or thing about. Writing prompts can be used to kick-start your creativity.

Directions: Respond to the writing prompt given below. Include a beginning, middle and end.

Writing Prompt: **Write about a trip or outing you had to visit family members or relatives.**

[illegible]

Day 2

Name: _____

Date: _____



Fun Experience Narrative Writing Prompt Worksheet

A writing prompt is a short entry that generally contains a question to help you pick a topic to write or think about. Writing prompts can be used to kick-start your creativity.

Directions: Respond to the writing prompt given below. Include a beginning, middle and end.

Writing Prompt: **Write about a time you had a fun experience during the school day.**

A large rectangular box with rounded corners, containing 15 horizontal lines for writing.

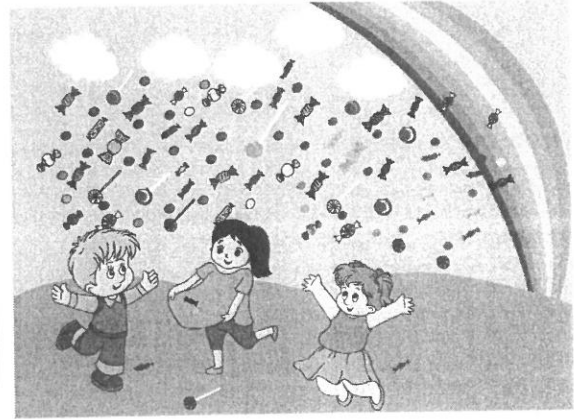
Name : _____

Day 3

Narrative Writing

"Wow! It's raining candies from the sky!" Describe your experience.

Introduction: _____

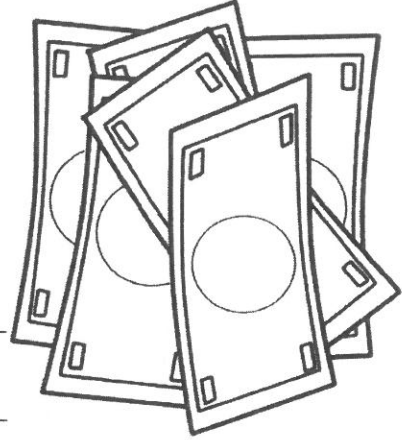


Conclusion: _____

Name: _____

Big Money

Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. To whom would you give it? What would you want them to do with it?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. In the top right corner, there is a small graphic consisting of two overlapping rectangular shapes, resembling pieces of paper or folders, with some internal details like tabs or clips. The overall appearance is that of a clean, unused piece of stationery.

Name: _____

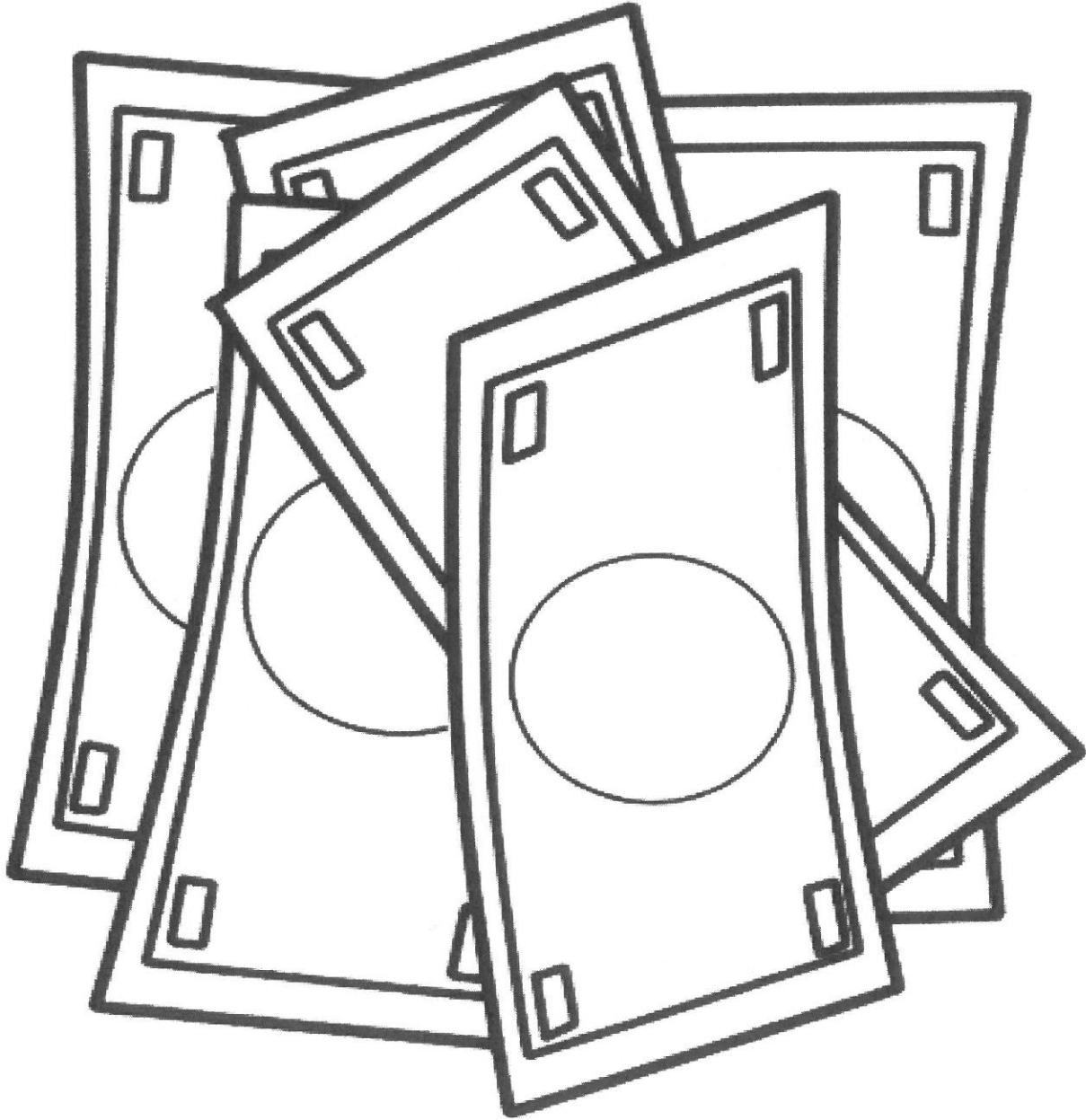
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Big Money

Day 4
(b)

Name: _____

Big Money



Name: _____

Bravery

Describe a time when you were brave.



Name: _____

Page _____

Bravery

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Bravery





Write an explanation

Imagine that you have to **explain** what a banana is and where it comes from to someone who has never seen or heard of one. Write your **explanation** below. You may need to find out a few extra **facts** before you begin.



After you have written your **explanation**, turn this page upside down, and check whether your **explanation** includes any of the information given below.



A banana is an edible tropical fruit. It is finger-shaped and has a yellow skin when ripe. We usually peel off the skin and eat the pulpy inside, which is creamy white in color.

Bananas grow in clusters on tree-like plants. They are grown in Africa, Asia, the West Indies, and Latin America and are exported all over the world.



Write an explanation

Imagine that you have to **explain** what a banana is and where it comes from to someone who has never seen or heard of one. Write your **explanation** below. You may need to find out a few extra **facts** before you begin.



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Bananas grow in clusters on tree-like plants. They are grown in Africa, Asia, the West Indies, and Latin America and are exported all over the world.

This activity provides practice in writing clear explanations. Encourage your child to think carefully before writing and to use reference material. Compare the result with the upside-down example, and comment on the similarities and differences between the two.

Day 7

Tuesday

4th grade



Instructions

A banana split is a dessert made with ice cream and a split banana. Other ingredients may be added as decoration. Write **instructions** for making a banana split. (You may need to look them up in a recipe book.) These words may be useful: peel, half/halved, lengthways, pile, decorate.

Remember: Begin with an **introduction** that lists the ingredients, and then continue with short, **numbered statements** in the right order.

.....

.....

.....

.....

.....

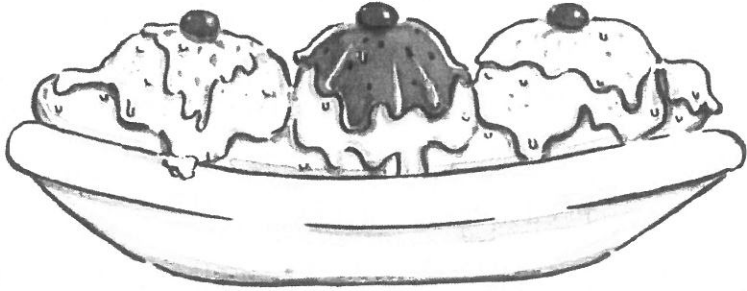
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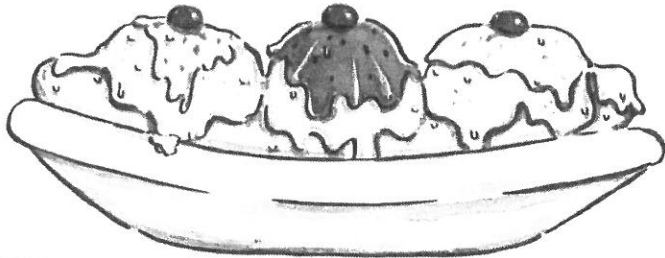
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Remember: Begin with an **introduction** that lists the ingredients, and then continue with short, **numbered statements** in the right order.

Answers may vary

A black and white line drawing of a bowl of ice cream. The bowl is white and has a simple, curved shape. Inside the bowl, there are three scoops of ice cream. Each scoop is topped with a small, dark cherry. The ice cream is melting slightly, with some drips visible. The bowl is set against a background of horizontal dotted lines, suggesting a writing area. A diagonal watermark reading "Answers may vary" is overlaid on the page.

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Day 8

Wednesday

4th grade



Writing about talking

Read this extract from the **legend** *King Arthur*. The brave King Arthur has been badly wounded. He wants the knight Bedivere to help him.

They took Arthur inside and laid him down to rest.

"Bedivere," rasped the king, "take my sword, Excalibur. Throw it into the lake. Then come back and tell me what you have seen."

Bedivere took Excalibur. Never in his life had he held such an exquisite sword. He could not bear to throw away such a treasure, so he hid it under a tree, then hurried back to Arthur.

"Did you do it?" Arthur asked him.

"I did, sir."

"And what did you see?"



"Nothing but the waves and the wind, my lord."

"Then you have lied to me!" cried Arthur. "Do as I commanded."

Bedivere went back to the lake. Again he admired Excalibur's unearthly beauty, again he hid it, again he lied to his king.

Arthur was growing weaker. "By Heaven," he gasped, "if you do not obey, there will be no future" He could speak no more.

Bedivere was moved by the mystery of his words. Without a word he strode back to the lake shore. This time he took Excalibur and threw it with all his strength, out into the middle of the lake.

At once, a hand rose out of the swirling waters, caught the sword, and brandished it three times. Then, out of the mist, silken voices began to chant:

"Bring him for healing, Over the water!"

Bedivere shivered. He turned and ran back to his wounded lord.

"Quick!" he called to Sir Lucan. "We must fetch the king!"

From *King Arthur*, retold by Rosalind Kerven

The writer has not used the word **said** once. Instead, she has chosen more interesting words. Find these words, and write them here.

.....

.....

List some other words that could be used instead of the following words.

said

asked



Back-cover blurbs

Here is the **blurb** from the back cover of a book.

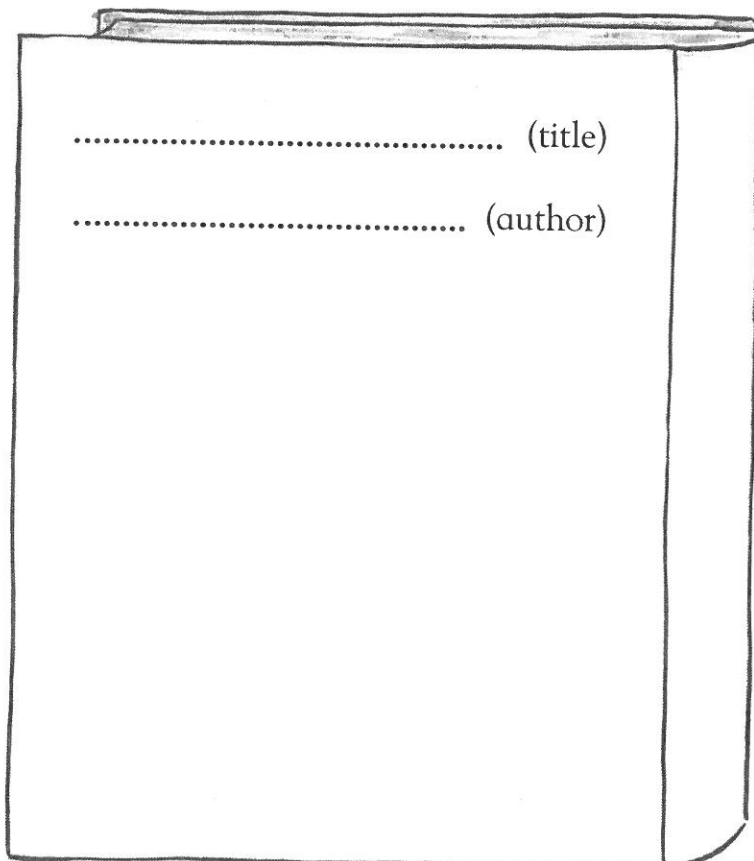
Told and retold down the centuries, the stories of King Arthur and the Knights of the Round Table have enthralled generation after generation.

Look at the exercise "Writing about talking" to find the **title** and **author** of the book. Write them here.

.....

If you have read this book, you could use it for the next piece of work. If not, choose a **fiction** book you have read recently. Write your own back cover **blurb** in the book below. Your **blurb** should encourage people of your age to read the book.

Remember: **Fiction** means a story invented by the writer or speaker.



Day 9

Thursday 4th grade

Marking time



Read this text and then answer the question below.

Text A: The Part-time Time-traveller

You may find this hard to believe, but **I once** built a time machine. It was made from scrap, which I collected **when** I visited the local recycling center **on weekends**.

First of all, I found some old bicycle parts, including a real leather saddle, which you don't often see **nowadays**.

A week later, I picked up a huge electric clock, which I had seen **years ago** in the bus station (**before** clocks went digital).

Meanwhile, I had a real stroke of luck ...

All the words in **bold type** are doing a similar job. Explain what it is here.

.....

.....

Now read this text.

Text B: The Part-time Time-traveller

George used to visit the local recycling center on weekends. He was always rifling through the scrap for old bicycle parts and other interesting things. His neighbors thought that he was a bit strange.

One weekend, he was seen struggling home with a horribly heavy old clock that some said had come from the bus station ten years previously.

Then things turned really peculiar ...



Both the texts above tell the same story but in different ways. Explain the difference between text A and text B.

.....

.....

.....



Labeling a diagram

Reread the texts A and B. Now draw a **diagram** of George's "Time Machine" as you imagine it. **Label** each part of the machine, saying what it is made from and what it does.

Remember: A **label** consists of a few words, or even just one word, that tell people about a particular part of a diagram.



Writing your story

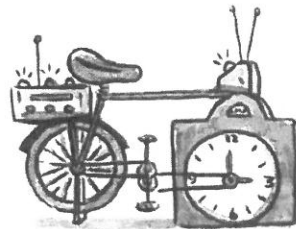
Look over the **notes** you wrote in the previous exercise, then write your story here. Use **paragraphs**, and fit your story into the pattern set out for you.

Either start with:

You may find this hard to believe, but I once built a time machine. It was made from scrap ...

or

George used to visit the local recycling center on weekends. He was always rifling through the scrap ...



The Part-time Time-traveller

Start here:

.....

.....

.....

.....

What happens:

.....

.....

.....

.....

.....

.....

.....

Planning your own story



Look over your work in the previous exercises. **Where** is the story of *The Part-time Time Traveller* set, and how did it **begin**? How would you **complete** the story? **Plan** your story on this page by writing short **notes**.

Remember: You do not need to use full sentences when writing **notes**.

Characters:

.....

Setting:

Beginning:

.....

.....

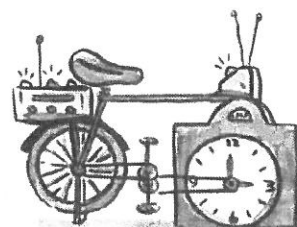
What happens:

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.....



.....

.....

.....

Ending:

.....

.....

Math

Day 1

Two-Digit Addition

Find the sum.

1.
$$\begin{array}{r} 54 \\ + 5 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 26 \\ + 73 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 18 \\ + 54 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 23 \\ 38 \\ + 7 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 45 \\ + 42 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 37 \\ 6 \\ + 84 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 79 \\ + 6 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 47 \\ + 89 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 36 \\ + 58 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 41 \\ + 9 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 83 \\ + 68 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 65 \\ 39 \\ + 85 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 57 \\ + 42 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 63 \\ + 17 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 75 \\ + 46 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 55 \\ 31 \\ + 26 \\ \hline \end{array}$$

Complete each table.

	Add 20.	
17.	38	
18.	6	
19.	67	

	Add 37.	
20.	46	
21.	93	
22.	77	

	Add 52.	
23.	21	
24.	65	
25.	44	

Mixed Review

Find the missing addend.

26. $6 + \underline{\quad} = 14$

27. $\underline{\quad} + 6 = 11$

28. $9 + \underline{\quad} = 17$

29. $4 + \underline{\quad} = 13$

30. $\underline{\quad} + 8 = 10$

31. $\underline{\quad} + 9 = 16$

32. $\underline{\quad} + 8 = 11$

33. $8 + \underline{\quad} = 16$

34. $6 + \underline{\quad} = 13$

Two-Digit Subtraction

Day 2

Find the difference. Use addition to check.

$$\begin{array}{r} 1. \quad 48 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 60 \\ - 20 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 59 \\ - 46 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 95 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 35 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 84 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 87 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 70 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 86 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 90 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ - 26 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 83 \\ - 68 \\ \hline \end{array}$$

Complete each table.

	Subtract 40.	
13.	70	
14.	86	
15.	63	

	Subtract 28.	
16.	99	
17.	52	
18.	90	

Mixed Review

Write the fact family for each set of numbers.

19. 5, 8, 13

20. 8, 8, 16

Find the sum.

$$\begin{array}{r} 21. \quad 35 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 59 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 78 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 68 \\ + 69 \\ \hline \end{array}$$

Name _____

Day 3

Even and Odd

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Look at each number. Tell whether the number is *odd* or *even*.

1. 34

2. 15

3. 52

4. 23

5. 19

6. 35

7. 82

8. 5

9. 89

10. 28

Use the hundred chart.

11. Start at 2. Skip-count by twos. Move 12 skips. What number do you land on? Is it odd or even?

12. Start at 3. Skip-count by threes. Move 5 skips. What number do you land on? Is it odd or even?

Mixed Review

Find each sum or difference.

$$\begin{array}{r} 13. \quad 63 \\ \quad 45 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 35 \\ \quad 43 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 26 \\ - 19 \\ \hline \end{array}$$

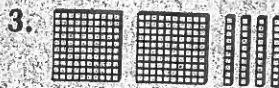
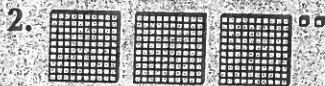
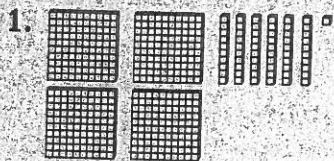
$$\begin{array}{r} 16. \quad 86 \\ \quad 41 \\ + 20 \\ \hline \end{array}$$

$$17. \quad 18 + 22 + 19 = \quad 18. \quad 45 - 6 = \quad 19. \quad 32 + 18 =$$

Place Value: 3-Digit Numbers

Day 4

Write each number in standard form.



4. $300 + 40 + 9$ _____

5. $100 + 60 + 3$ _____

6. $700 + 90 + 9$ _____

7. seven hundred eighty _____

8. six hundred thirty-two _____

9. 5 hundreds 6 ones _____

10. two hundreds 4 tens eight ones _____

Write the value of the underlined digit.

11. 736 _____

12. 341 _____

13. 750 _____

14. 408 _____

Mixed Review

Add or subtract.

15. $\begin{array}{r} 82 \\ - 24 \\ \hline \end{array}$

16. $\begin{array}{r} 34 \\ + 56 \\ \hline \end{array}$

17. $\begin{array}{r} 35 \\ + 6 \\ \hline \end{array}$

18. $\begin{array}{r} 71 \\ - 42 \\ \hline \end{array}$

19. $\begin{array}{r} 64 \\ - 28 \\ \hline \end{array}$

20. $\begin{array}{r} 32 \\ - 7 \\ \hline \end{array}$

21. $\begin{array}{r} 18 \\ + 18 \\ \hline \end{array}$

22. $\begin{array}{r} 88 \\ + 15 \\ \hline \end{array}$

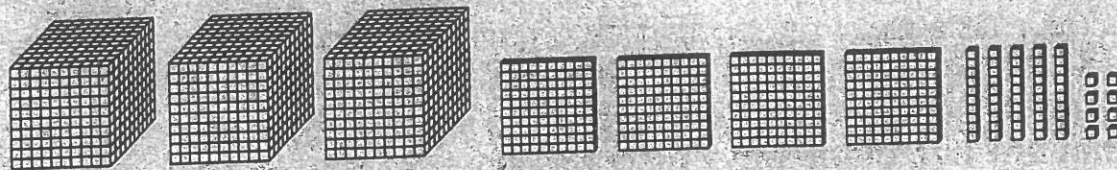
Name _____

Place Value: 4-Digit Numbers

Day 5

Write in standard form.

1.



2. $8,000 + 600 + 20 + 1$

3. $2,000 + 400 + 20 + 9$

4. $3,000 + 500 + 7$

5. $1,000 + 900 + 80 + 2$

Write in expanded form.

6. 5,083

7. 6,493

8. 7,210

9. 5,034

Mixed Review

Add or subtract.

10. $28 - 9 =$ _____

11. $43 + 17 =$ _____

12. $12 + 69 =$ _____

13. $35 - 19 =$ _____

Addition with Regrouping

Day 6

Find each sum.

1.
$$\begin{array}{r} 341 \\ +237 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 832 \\ +138 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 426 \\ +427 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 359 \\ +196 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 532 \\ +389 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 644 \\ +317 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 277 \\ +235 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 442 \\ +469 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 353 \\ +588 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 527 \\ +197 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 438 \\ +279 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 377 \\ +195 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 159 \\ +262 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 349 \\ +464 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 618 \\ +329 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 627 \\ +326 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 378 \\ +577 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 819 \\ +153 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 377 \\ +188 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 429 \\ +469 \\ \hline \end{array}$$

Mixed Review

Add.

21.
$$\begin{array}{r} 57 \\ +36 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 88 \\ +97 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 49 \\ +57 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 67 \\ +38 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 49 \\ +89 \\ \hline \end{array}$$

Subtract.

26.
$$\begin{array}{r} 71 \\ -32 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 98 \\ -84 \\ \hline \end{array}$$

28.
$$\begin{array}{r} 83 \\ -57 \\ \hline \end{array}$$

29.
$$\begin{array}{r} 56 \\ -38 \\ \hline \end{array}$$

30.
$$\begin{array}{r} 99 \\ -81 \\ \hline \end{array}$$

31.
$$\begin{array}{r} 92 \\ -18 \\ \hline \end{array}$$

32.
$$\begin{array}{r} 14 \\ -8 \\ \hline \end{array}$$

33.
$$\begin{array}{r} 76 \\ -54 \\ \hline \end{array}$$

34.
$$\begin{array}{r} 29 \\ -14 \\ \hline \end{array}$$

35.
$$\begin{array}{r} 75 \\ -26 \\ \hline \end{array}$$

Day 7

Add 3- and 4-Digit Numbers

Find the sum. Estimate to check.

1.
$$\begin{array}{r} 356 \\ +228 \\ \hline \end{array}$$

2.
$$\begin{array}{r} \$14.95 \\ +\$22.78 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 657 \\ +155 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 1,494 \\ +9,369 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 4,364 \\ +2,465 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 7,648 \\ +5,173 \\ \hline \end{array}$$

7.
$$\begin{array}{r} \$64.93 \\ +\$34.82 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 146 \\ +594 \\ \hline \end{array}$$

9.
$$\begin{array}{r} \$52.47 \\ +\$34.53 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 152 \\ +688 \\ \hline \end{array}$$

11.
$$\begin{array}{r} \$38.46 \\ +\$16.59 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 473 \\ +437 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 3,349 \\ +8,449 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 147 \\ +366 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 528 \\ 869 \\ +131 \\ \hline \end{array}$$

Mixed Review

Write the value of the underlined digit.

16. 25,781

17. 13,499

18. 245,006

19. 77,712

20. 576

21. 92,440

22. 11,299

23. 4,810

Round to the nearest ten.

24. 566

25. 717

26. 32

27. 673

28. 1,854

29. 392

30. 428

31. 4,668

Round to Nearest 10 and 100

Day 8

Round to the nearest ten.

1. 26 _____ 2. 85 _____ 3. 72 _____ 4. 55 _____

5. 17 _____ 6. 31 _____ 7. 88 _____ 8. 97 _____

9. 46 _____ 10. 62 _____ 11. 8 _____ 12. 29 _____

Round to the nearest hundred and the nearest ten.

13. 564 _____ 14. 412 _____

15. 625 _____ 16. 445 _____

17. 454 _____ 18. 621 _____

19. 533 _____ 20. 689 _____

21. 599 _____ 22. 327 _____

23. 555 _____ 24. 649 _____

Mixed ReviewTell whether the number is *odd* or *even*.

25. 1,784 _____ 26. 333 _____ 27. 95 _____

28. 178 _____ 29. 712 _____ 30. 619 _____

Solve.

31. $90 - 12 =$ _____

32. $39 + 21 =$ _____

33. $47 + 54 =$ _____

34. $60 - 23 =$ _____

$$\begin{array}{r} 35. \quad 93 \\ - 78 \\ \hline \end{array}$$

$$\begin{array}{r} 36. \quad 56 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 37. \quad 57 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 38. \quad 82 \\ - 39 \\ \hline \end{array}$$

Day 9

Round to Nearest 1,000

Round to the nearest thousand.

1. 2,345 _____ 2. 1,765 _____ 3. 8,821 _____

4. 6,109 _____ 5. 3,001 _____ 6. 3,679 _____

7. 9,134 _____ 8. 4,556 _____ 9. 7,733 _____

Round to the nearest thousand, the nearest hundred, and the nearest ten.

10. 3,490 _____

11. 7,509 _____

12. 2,565 _____

13. 3,115 _____

14. 1,350 _____

15. 8,999 _____

16. 6,784 _____

17. 2,288 _____

18. 5,501 _____

Mixed Review

Write the value of the underlined digit.

19. 4,523 _____ 20. 13,886 _____ 21. 60,600 _____

22. 327 _____ 23. 687,235 _____ 24. 22,789 _____

Solve.

25. $\begin{array}{r} 65 \\ -48 \\ \hline \end{array}$	26. $\begin{array}{r} 86 \\ -58 \\ \hline \end{array}$	27. $\begin{array}{r} 49 \\ +13 \\ \hline \end{array}$	28. $\begin{array}{r} 92 \\ -34 \\ \hline \end{array}$
--	--	--	--

Subtraction with Regrouping

Day 10

Use base-ten blocks. Draw a picture to show the difference.

1. $352 - 236 =$ _____ 2. $532 - 248 =$ _____ 3. $436 - 127 =$ _____

4. $457 - 285 =$ _____ 5. $512 - 369 =$ _____ 6. $327 - 127 =$ _____

7. $438 - 249 =$ _____ 8. $367 - 175 =$ _____ 9. $452 - 259 =$ _____

10. $414 - 126 =$ _____ 11. $378 - 187 =$ _____ 12. $333 - 155 =$ _____

Mixed Review

Add.

13.
$$\begin{array}{r} 150 \\ + 30 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 60 \\ + 90 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 72 \\ + 35 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 56 \\ + 28 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 165 \\ + 67 \\ \hline \end{array}$$

Subtract.

18.
$$\begin{array}{r} 80 \\ - 30 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 90 \\ - 50 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 79 \\ - 24 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 84 \\ - 57 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 91 \\ - 37 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 73 \\ - 35 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 65 \\ - 16 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 34 \\ - 17 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 62 \\ - 28 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 71 \\ - 14 \\ \hline \end{array}$$

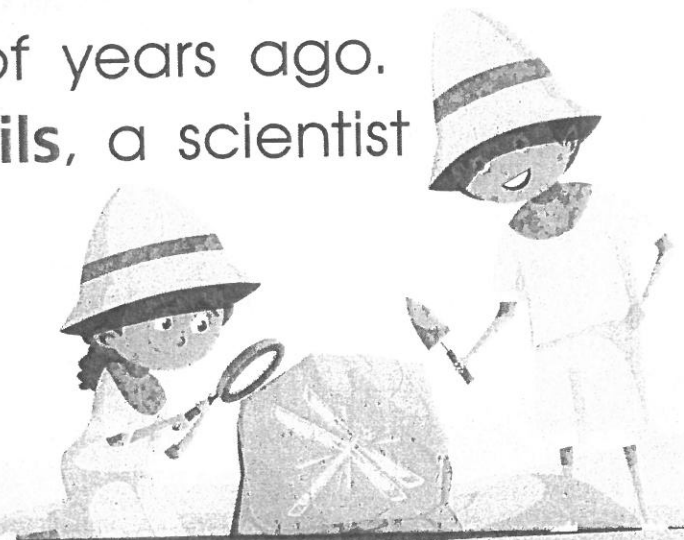
Science

Studying FOSSILS

KIDS
ACADEMY

Day 1

Scientists can learn a lot about the past by studying fossils. **Fossils** are the preserved remains of plants and animals. For preserved remains to be considered fossils, they have to be over **10,000** years old. Scientists called **paleontologists**, study fossils in order to try to learn about plants and animals that lived on the earth thousands of years ago. By studying **dinosaur fossils**, a scientist can make claims about how it looked, what it ate, and how it moved.



After reading the passage check off if the statement is true or false.

1. In order for remains to be considered a fossil, they must be 1,000 years old.

☐

True

☐

False

2. By studying fossils, scientists can make claims about what a dinosaur ate.

☐

True

☐

False

3. Scientists who study fossils are called

☐

True

☐

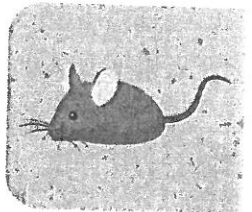
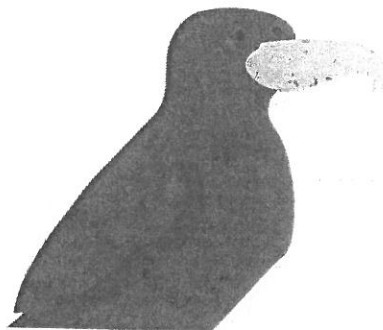
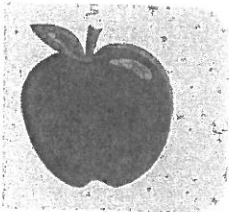
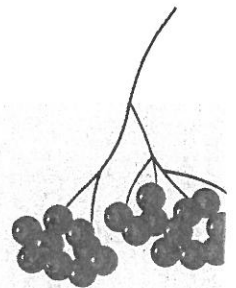
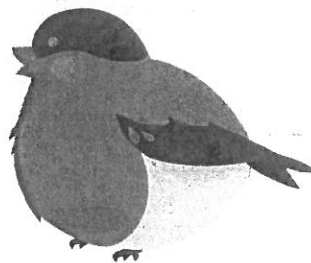
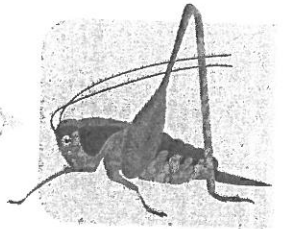
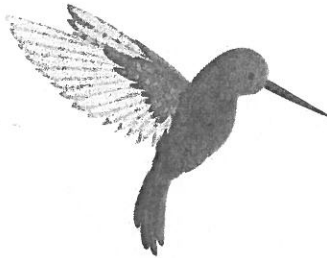
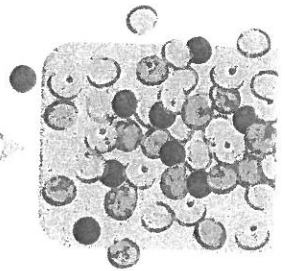
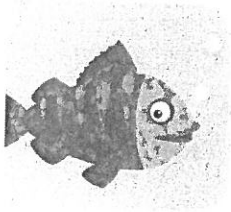
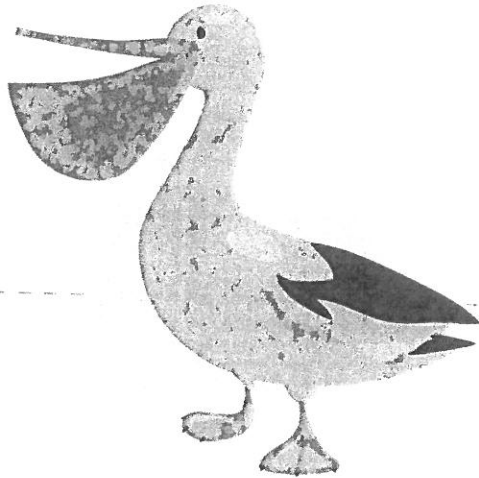
False

Bird Beaks

Day 2

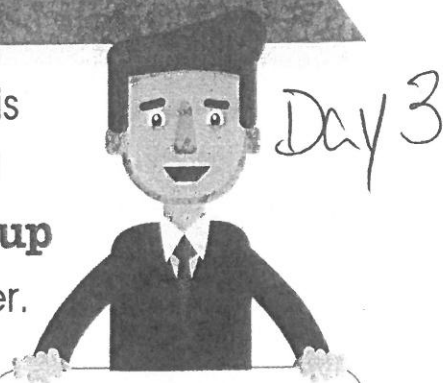
Birds have adapted in order to help them find food. Different birds have **beaks** that are shaped in ways that are specific to the **type of foods** they eat.

Look at the pictures and try to match the **bird beak** to the type of **food** that bird would eat.



Rounding Natural Energy Sources

Help the politician to see how many people in his county are in support of using each type of natural resource below as an energy source by **rounding up to the nearest hundred**. Check the correct answer.



283



Oil

200

300

769

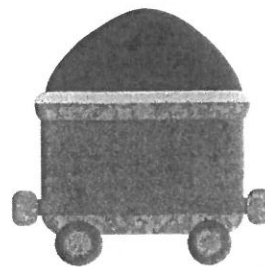


Natural Gas

800

700

98

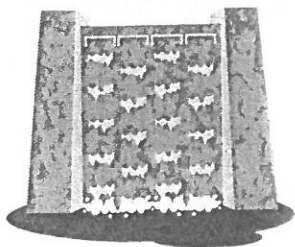


Coal

0

100

570

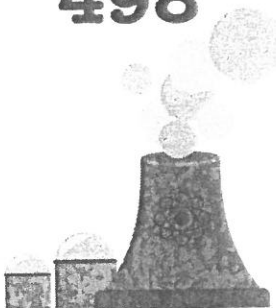


Hydropower

600

500

498

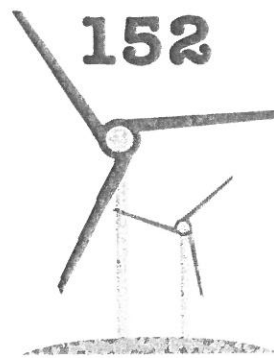


Geothermal

400

500

152



Wind

100

200

Charting Rainfall

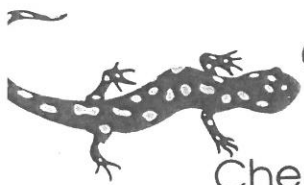
Scientists study the amount of rain that falls each month in order to observe patterns. Use the rainfall totals for each month to fill in the chart. Check off the correct number of boxes for each month.

January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

January	3 inches
February	2 inches
March	5 inches
April	4 inches
May	4 inches
June	2 inches
July	2 inches
August	3 inches
September	1 inch
October	2 inches
November	4 inches
December	2 inches



Amphibians vs Reptiles #1



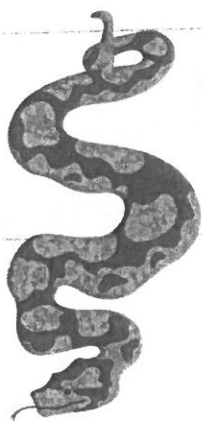
Check "A" if the sentence is about amphibians.

Check "R" if it is about reptiles.

Check "B" if it is true for both amphibians and reptiles.



They are cold-blooded.

☐

A

☐

R

☐

B

They have scales.

☐

A

☐

R

☐

B

They breathe air.

☐

A

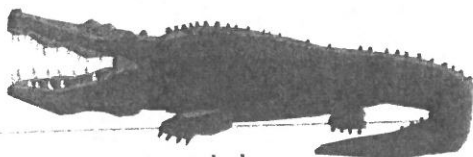
☐

R

☐

B

They lay eggs.

☐

A

☐

R

☐

B

They have moist smooth skin.

☐

A

☐

R

☐

B

They live the first part of their lives in the water and the last part on land.

☐

A

☐

R

☐

B

They breathe with lungs and gills.

☐

A

☐

R

☐

B

They have four or no legs.

☐

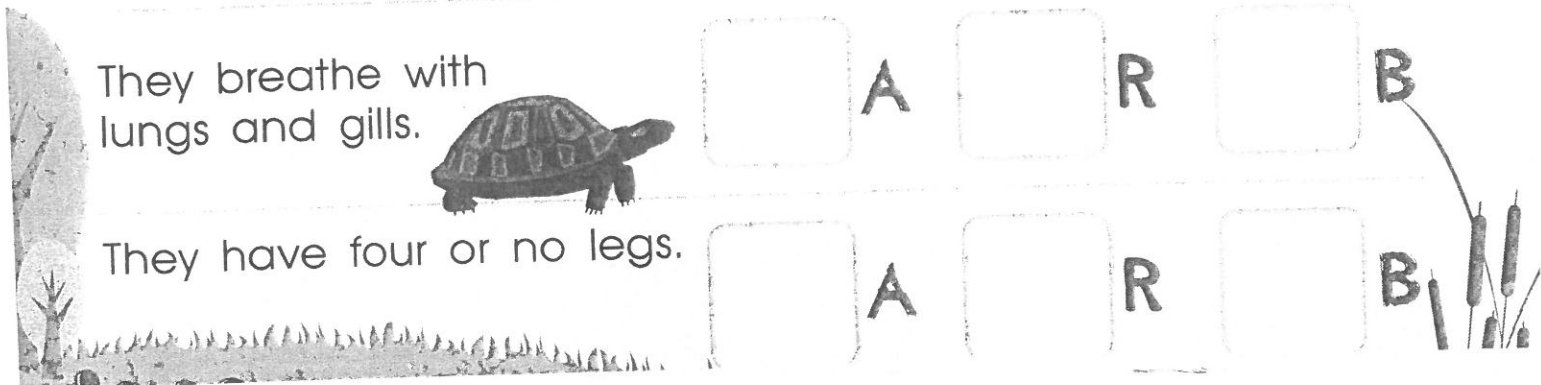
A

☐

R

☐

B



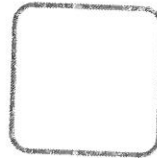
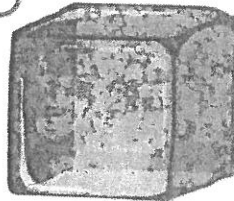
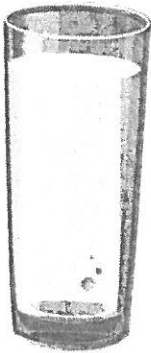
What's my Property?

Day 6

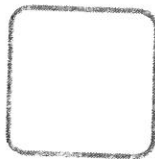
Matter is the stuff everything is made from. All matter has physical **properties**. Physical properties describe objects.

Read the descriptions below. In each section check the correct picture.

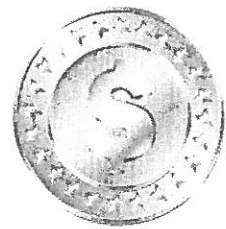
1. I'm hard, smooth, cold and cube-shaped. What am I?



2. I'm a sweet, hot, brown, liquid. What am I?

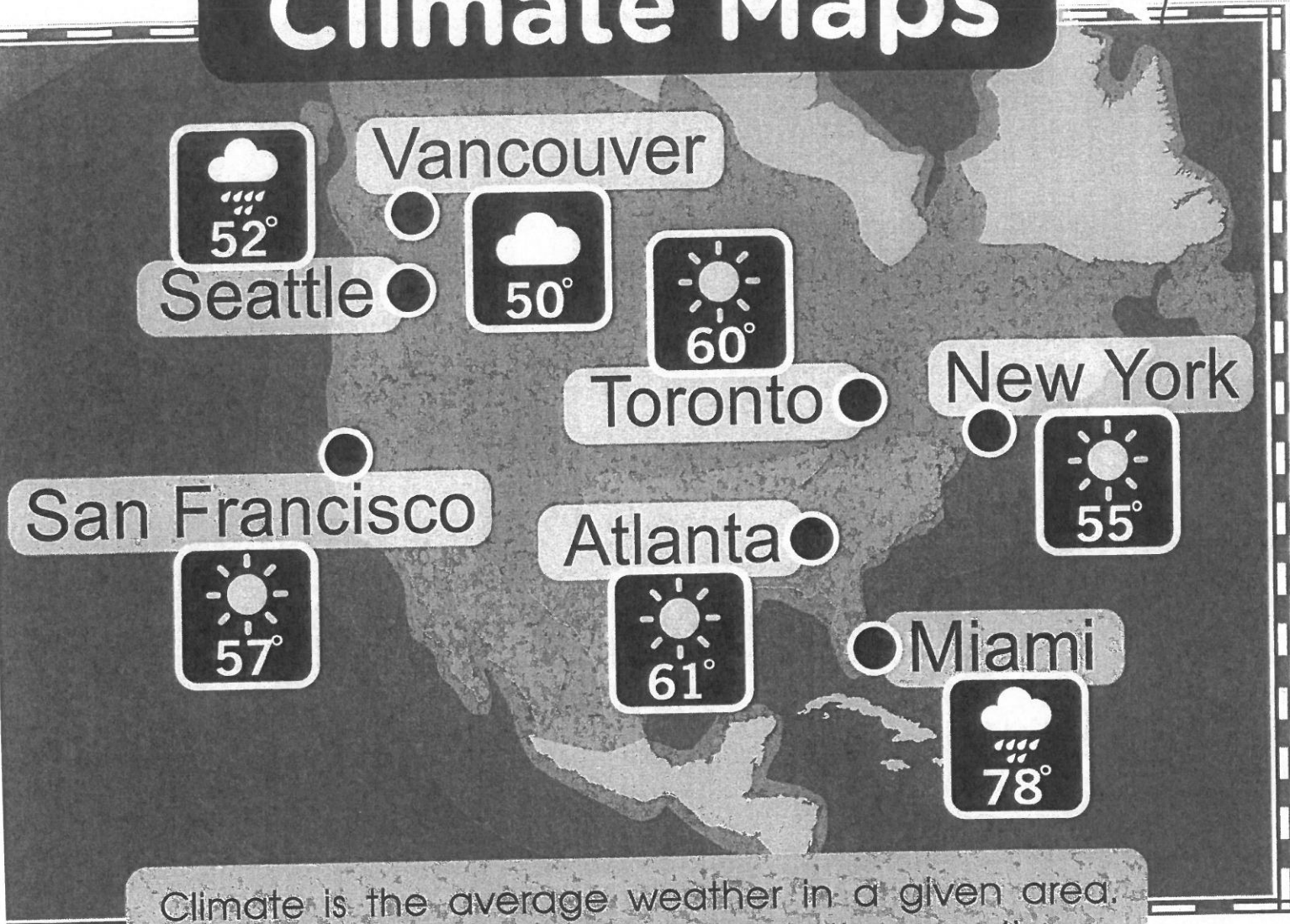


3. I'm heavy, rough, big and grey. What am I?



Climate Maps

Day 7



Climate is the average weather in a given area.
Use the climate map to answer the questions.
Check all that apply for each answer.

1.

The climate in Atlanta can be described as _____.

HOT

☐

SUNNY

☐

RAINY

☐

2.

The climate in Seattle can be described as _____.

RAINY

☐

HOT

☐

COOL

☐

3.

The climate in Vancouver can be described as _____.

COLD

☐

CLOUDY

☐

SUNNY

☐

COMPARISONS

1. Read both paragraphs.

Many of the animals in our oceans are in great danger. Animals like the great white shark are endangered. That means that there are very few of them left. White sharks are often hunted for their fins. They also can get caught in fishing nets. Humans need to protect these animals, not harm them.

Green sea turtles are also endangered. These marine animals' main food is jelly fish. The sea is full of litter, much of it is plastic. Sea turtles will often mistake the plastic bags floating in the ocean for food. When they eat the plastic they can choke. Another threat to the sea turtles is fishing nets. Sea turtles get caught in the nets and can't get out.

2. Check off the details that can be found in both paragraphs.

Sea turtles and great white sharks are endangered.

☐

The ocean is full of litter.

☐

Sea turtles and great white sharks are dangerous.

☐

Sea turtles and great white sharks get caught in fishing nets.

☐

Charting Rainfall



Scientists study the amount of rain that falls each month in order to observe patterns. Use the rainfall totals for each month to fill in the chart. Check off the correct number of boxes for each month.

January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

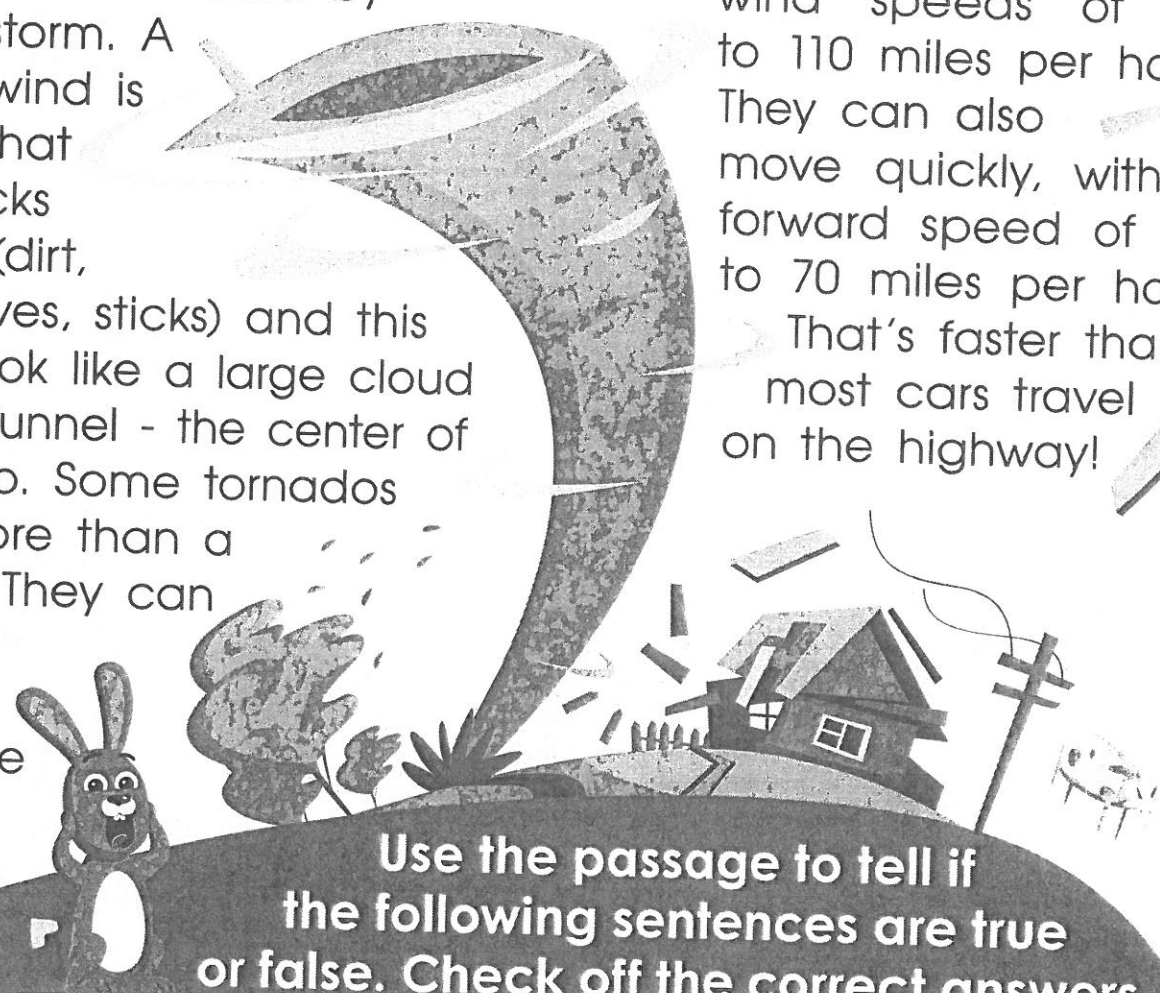
January	3 inches
February	2 inches
March	5 inches
April	4 inches
May	4 inches
June	2 inches
July	2 inches
August	3 inches
September	1 inch
October	2 inches
November	4 inches
December	2 inches



TORNADOS

A tornado is a fast spinning column of air that reaches all the way down to the ground. These are often caused by a thunderstorm. A tornado's wind is so strong that it often picks up debris (dirt, plants, leaves, sticks) and this makes it look like a large cloud within the funnel - the center of the tornado. Some tornados can be more than a mile wide! They can even travel for many miles on the ground.

A tornado typically only lasts for between 1-10 minutes and has wind speeds of up to 110 miles per hour! They can also move quickly, with a forward speed of up to 70 miles per hour. That's faster than most cars travel on the highway!



Use the passage to tell if the following sentences are true or false. Check off the correct answers.

1. Tornados are often caused by blizzards.

TRUE

☐

FALSE

☐

2. The center of a tornado is called the funnel.

TRUE

☐

FALSE

☐

3. A tornado can last for many days.

TRUE

☐

FALSE

☐

4. Tornados move slowly

TRUE

☐

FALSE

☐

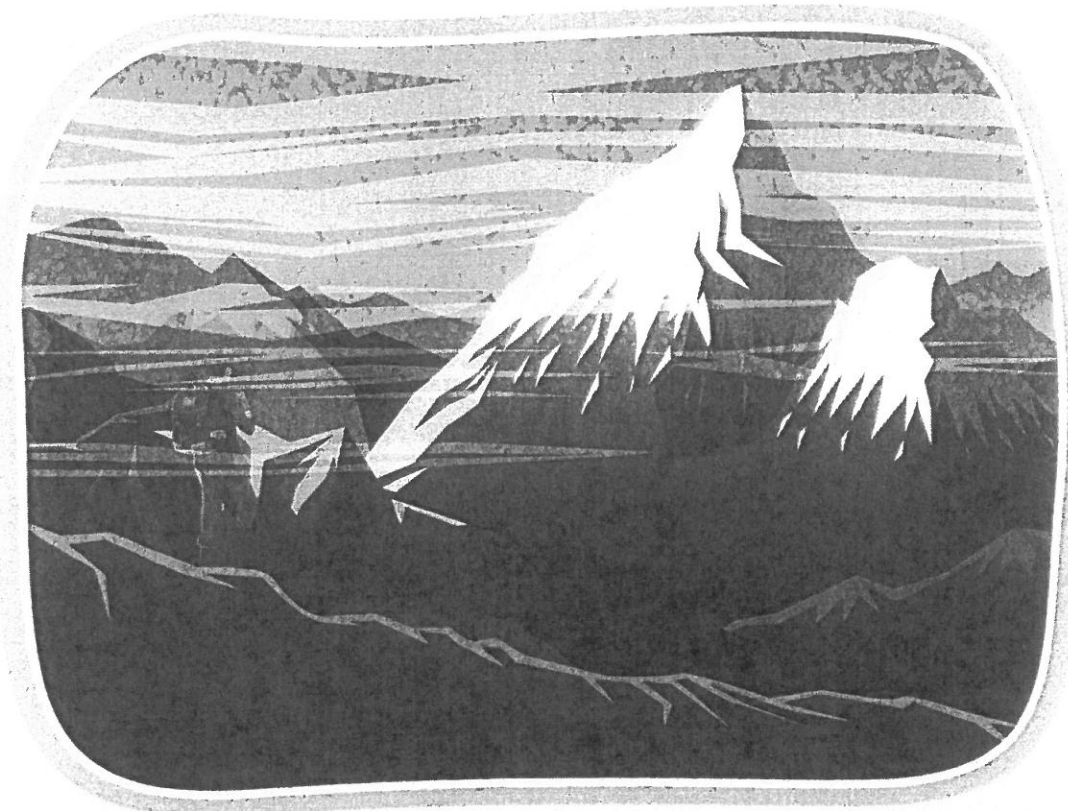
Landforms: Mountains

KIDS
ACADEMY

Day 10

Read about mountains.
Check the main idea below.

Mountains are a kind of landform on our Earth. They reach higher than the land around it. The tallest mountain is Mount Everest. It is 29,000 feet high! Mountains are often very cold at the top. Some have snow on the peak, or highest point.



Which sentence is the main idea?

1.

The tallest mountain is Mount Everest.

2.

Mountains are a landform.

3.

Some mountains have snow on the peak.



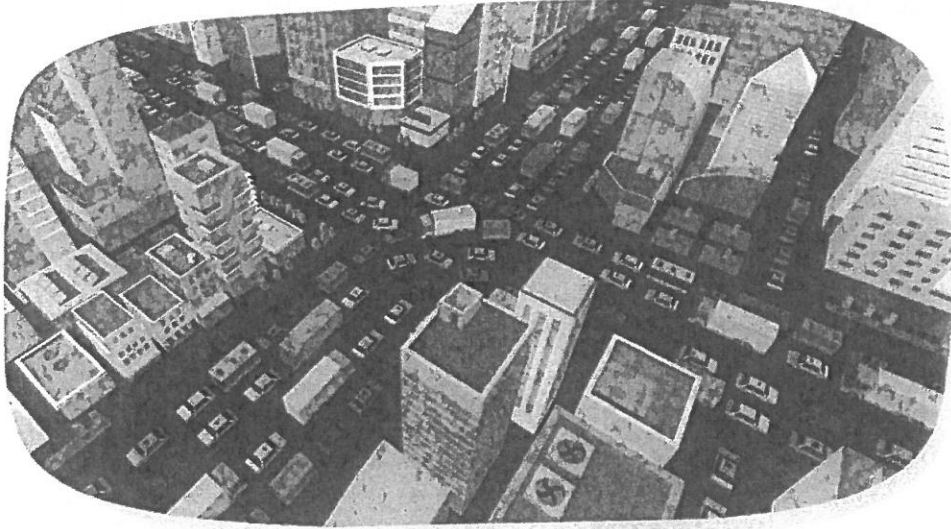
Social Studies

Cities and Towns

KIDS
ACADEMY

Day 1

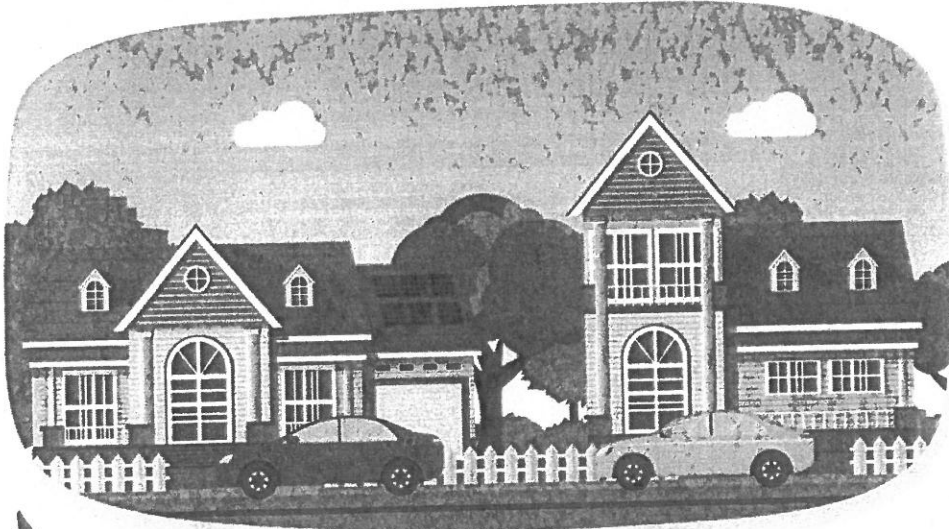
Look at the pictures. Do you see a town or a city? Check the matching word.

☐

city

☐

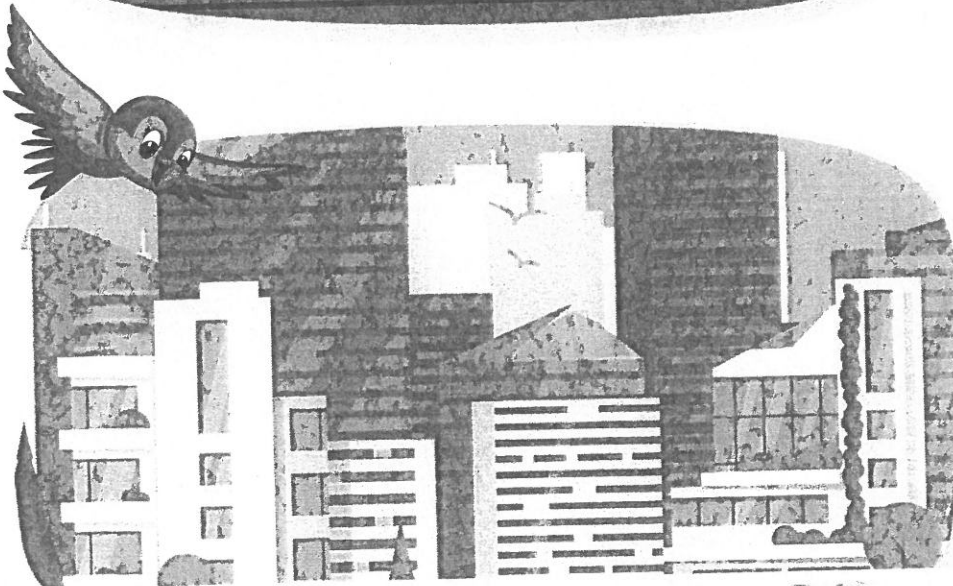
town

☐

city

☐

town

☐

city

☐

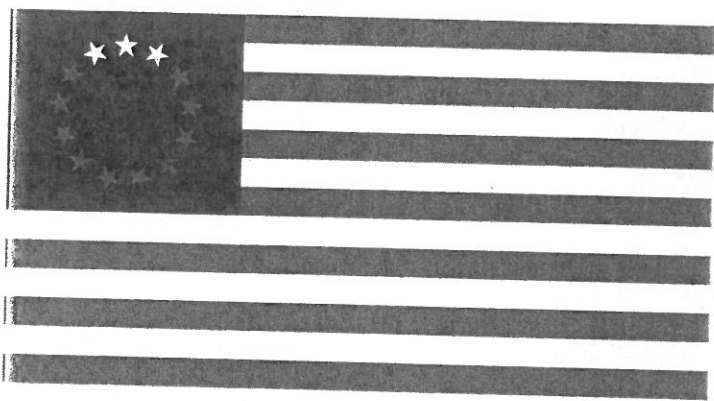
town

Multiplying with Betsy Ross

KIDS
ACADEMY

Betsy Ross needs help sewing the stars on the American Flag. Circle the star that has the correct product.

Day 2



9

1×8

8

46

6×8

48

18

2×8

16

58

7×8

56

24

3×8

26

64

8×8

68

28

4×8

32

76

9×8

72

40

5×8

45

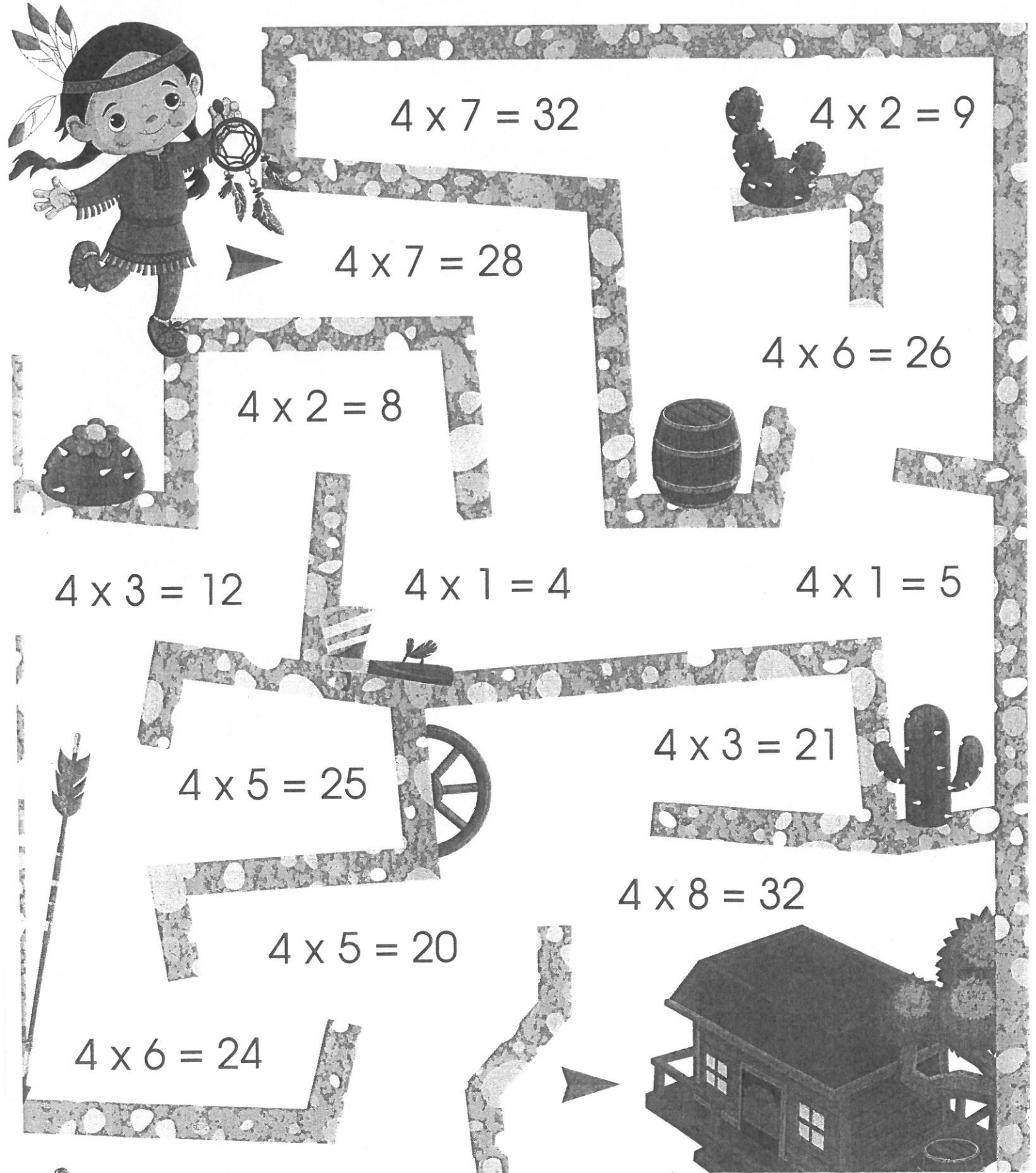
80

10×8

85

The Road of 4's to Jamestown

Make your way through the maze to get to the trading post in Jamestown. Draw a line through all of the correct multiplication facts.



ANIMAL EXTINCTION

Day 4
KIDS
ACADEMY

Extinction is when animals that once lived no longer exist. Ancient animals such as mammoths are extinct. Conservation helps to protect animals from extinction. People can conserve animals by keeping their habitats clean and safe. Read each question and check the correct answer.

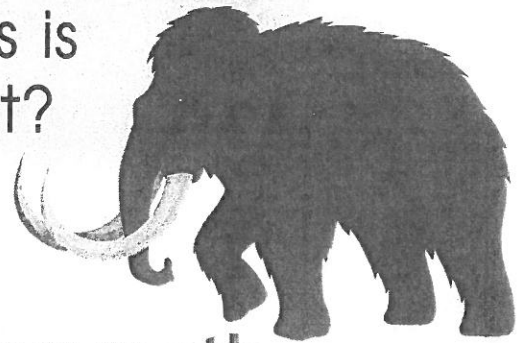
1. What is it called when animals that once lived no longer exist?

☐ conservation

☐ hibernation

☐ extinction

2. Which of these animals is extinct?



☐ mammoth

☐ monkey



☐ mouse



3. Conservation _____ animals.

☐ captures

☐ protects

☐ endangers

4. People can conserve animals by _____.

☐ going to the zoo

☐ keeping them as pets

☐ keeping their

DINOSAUR DISCOVERIES

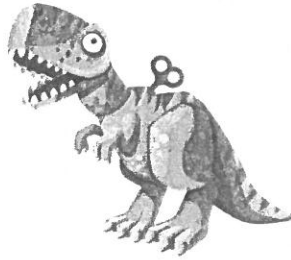
Day 3

DINOSAURS lived many years ago. Since there are no more living dinosaurs, archaeologists look for clues such as bones, teeth and fossils. Check the dinosaur discoveries that an archaeologist might find.

☐ **DINOSAUR BONES**

☐ **TOY DINOSAUR**

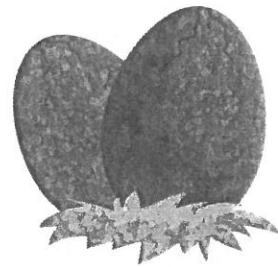
☐ **DINOSAUR CLAWS**



☐ **CHICKEN BONE**

☐ **DINOSAUR FOSSIL**

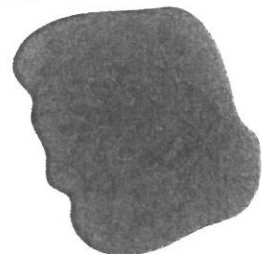
☐ **DINOSAUR EGGS**



☐ **DINOSAUR TOOTH**

☐ **DINOSAUR COSTUME**

☐ **PLANT FOSSIL**



Day 6
KIDS
ACADEMY

[illegible]

South American colonies are formed.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 ☐ 2 ☐ 3 ☐ 4 ☐

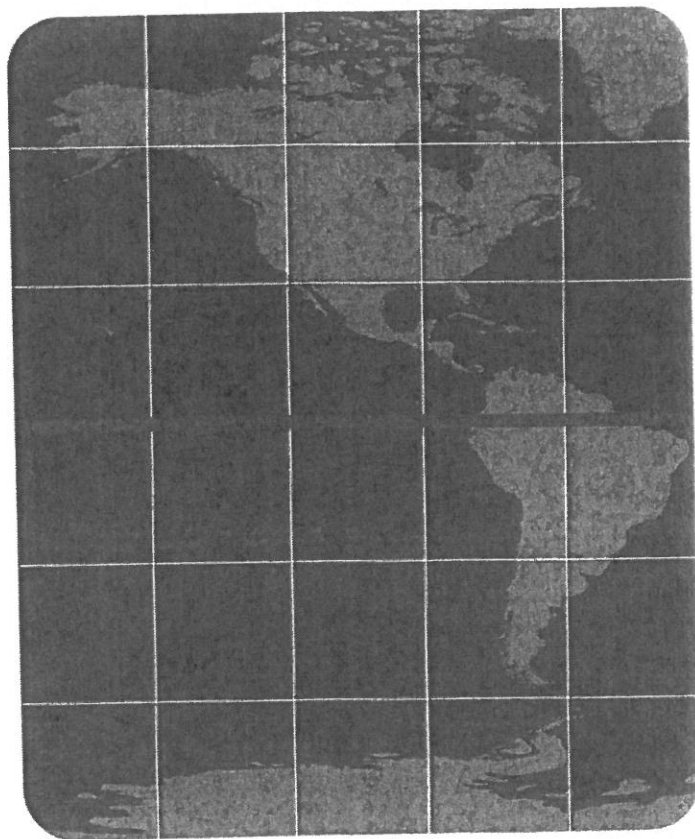
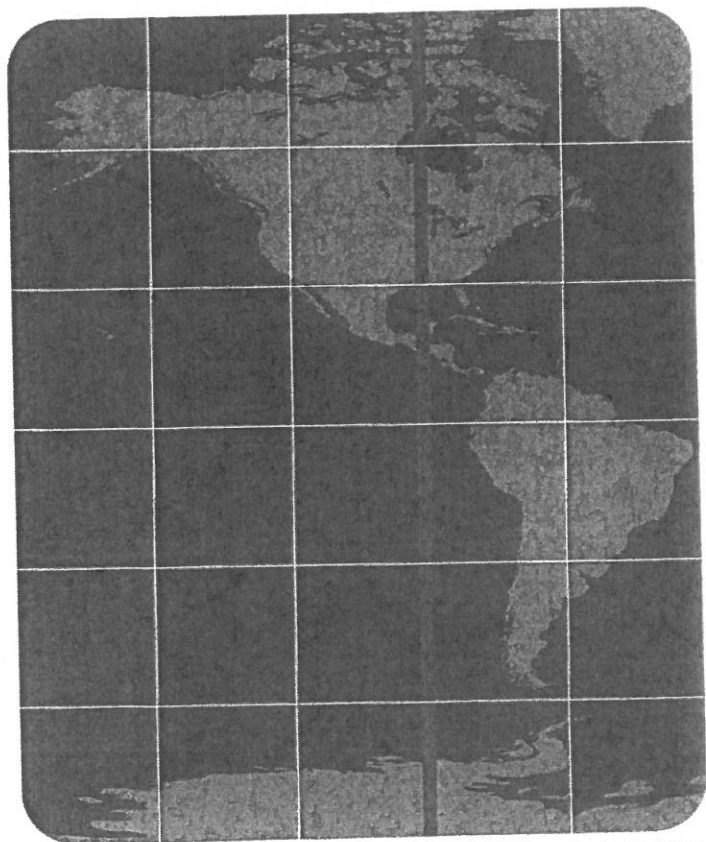
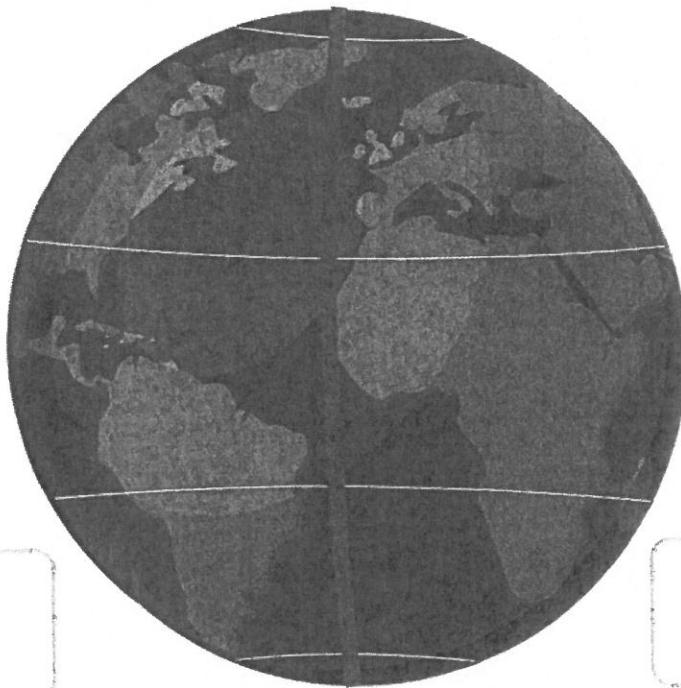
1 ☐ 2 ☐ 3 ☐ 4 ☐

1 ☐ 2 ☐ 3 ☐ 4 ☐

The Equator

Day 7

The **Equator** is an imaginary, horizontal line around the middle of the Earth. You can see the Equator drawn on a map or globe. Check the pictures that show the Equator.



U.S. States Quiz

Day 8

Read about the U.S. states and
check the correct answer.



There are 50 states in the United States of America. **Texas** is the biggest state, while **Rhode Island** is the smallest. Each state has its own capital and special symbols such as flags and birds.

1. How many states are there in the United States?

☐

50

☐

13

☐

20

2. Which state is the biggest?

☐

Idaho

☐

Texas

Maine

3. Each state has its own ____.

☐

country

☐

capital

☐

captain

4. Each state has a symbol such as ____.

☐

a flag

☐

a hat

☐

a coin



Time Periods

KIDS
ACADEMY

Day 9

When we describe history, we often count time
in years, decades, centuries or millennia.

How long does each period last? Check the correct boxes.

year

☐

100 days

☐

365 days

☐

1,035 days

decade

☐

500 days

☐

3 years

☐

10 years

century

☐

100 years

☐

50 years

☐

30 years

century

☐

2 decades

☐

5 decades

☐

10 decades

millennium

☐

500 years

☐

1,000 years

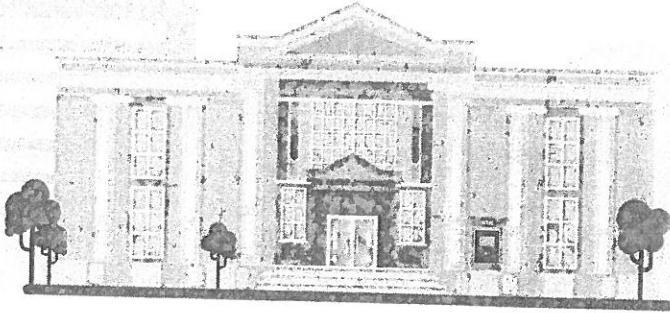
☐

1,000,000 years

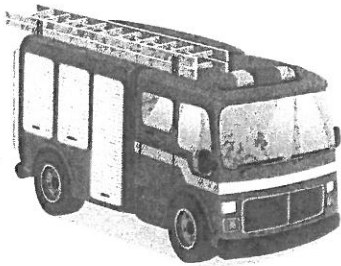
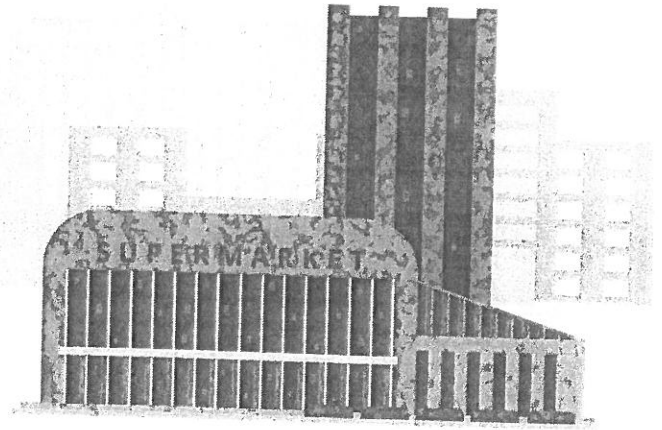
Local Government. Municipal services.

Day 10
KIDS
ACADEMY

Municipality is a type of local government.
Municipalities provide different services to the local citizens.
What are those services? Trace the dotted lines.

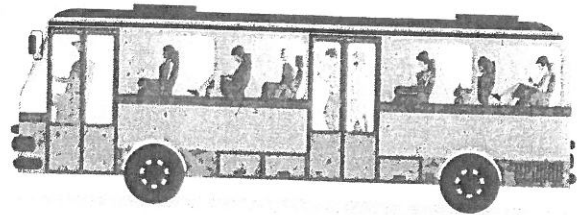


shopping malls



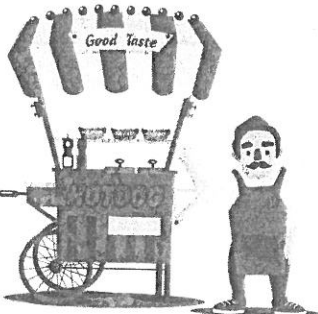
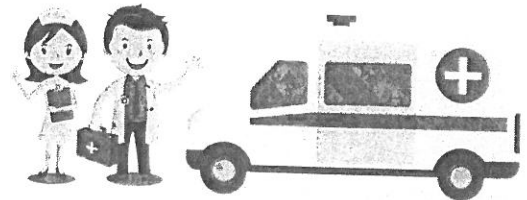
fire fighting

transportation



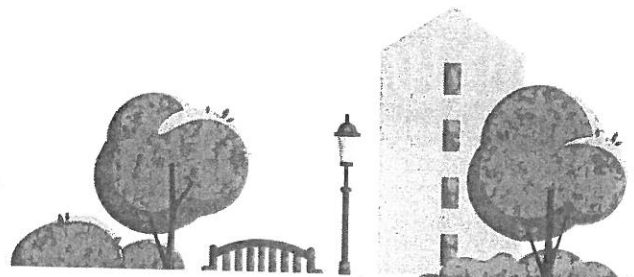
police protection

ambulance care



street food

parks and
recreation areas



Music

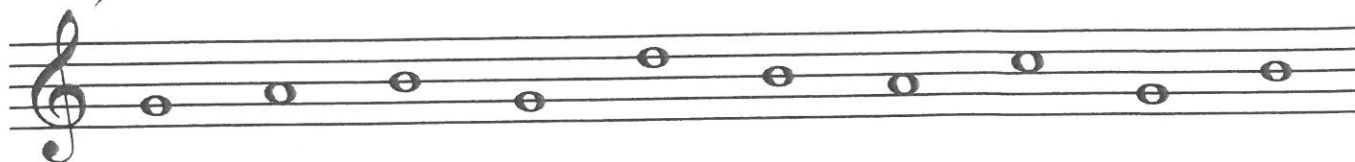
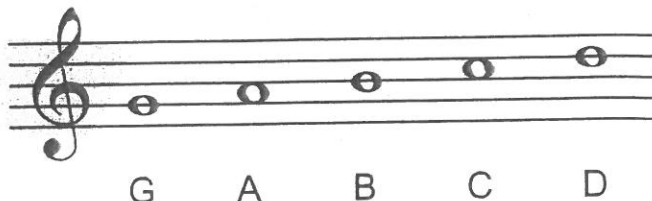
About This Activity

Grab your crayons and color your way to success! Complete this worksheet by first choosing 5 crayons. Color each of the first 5 whole notes with a different color. Then complete this worksheet by naming each note correctly, and by coloring each note the same color as it was colored at the top of the worksheet. Example: Each C is blue, each D is red, etc.

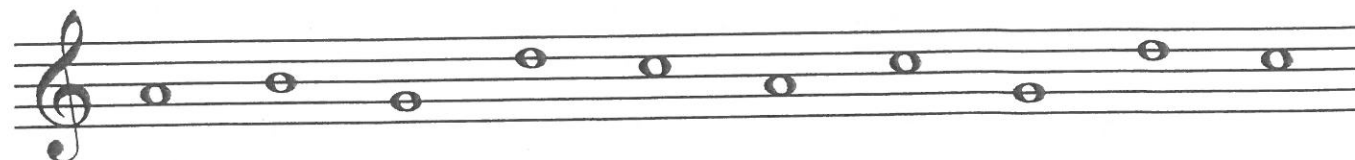
Treble Clef (G Clef)/G Position



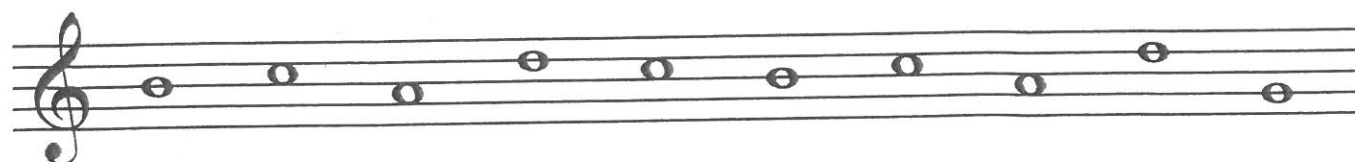
COLOR THAT NOTE!



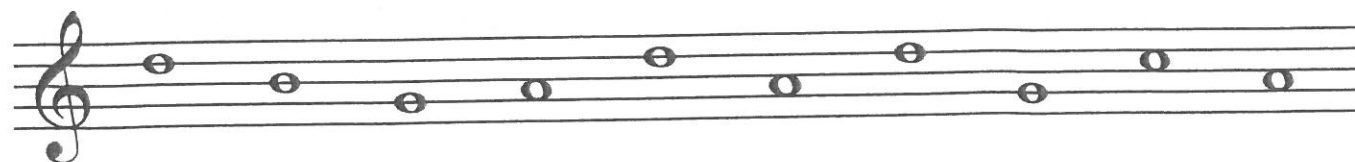
— — — — — — — — — —



— — — — — — — — — —



— — — — — — — — — —

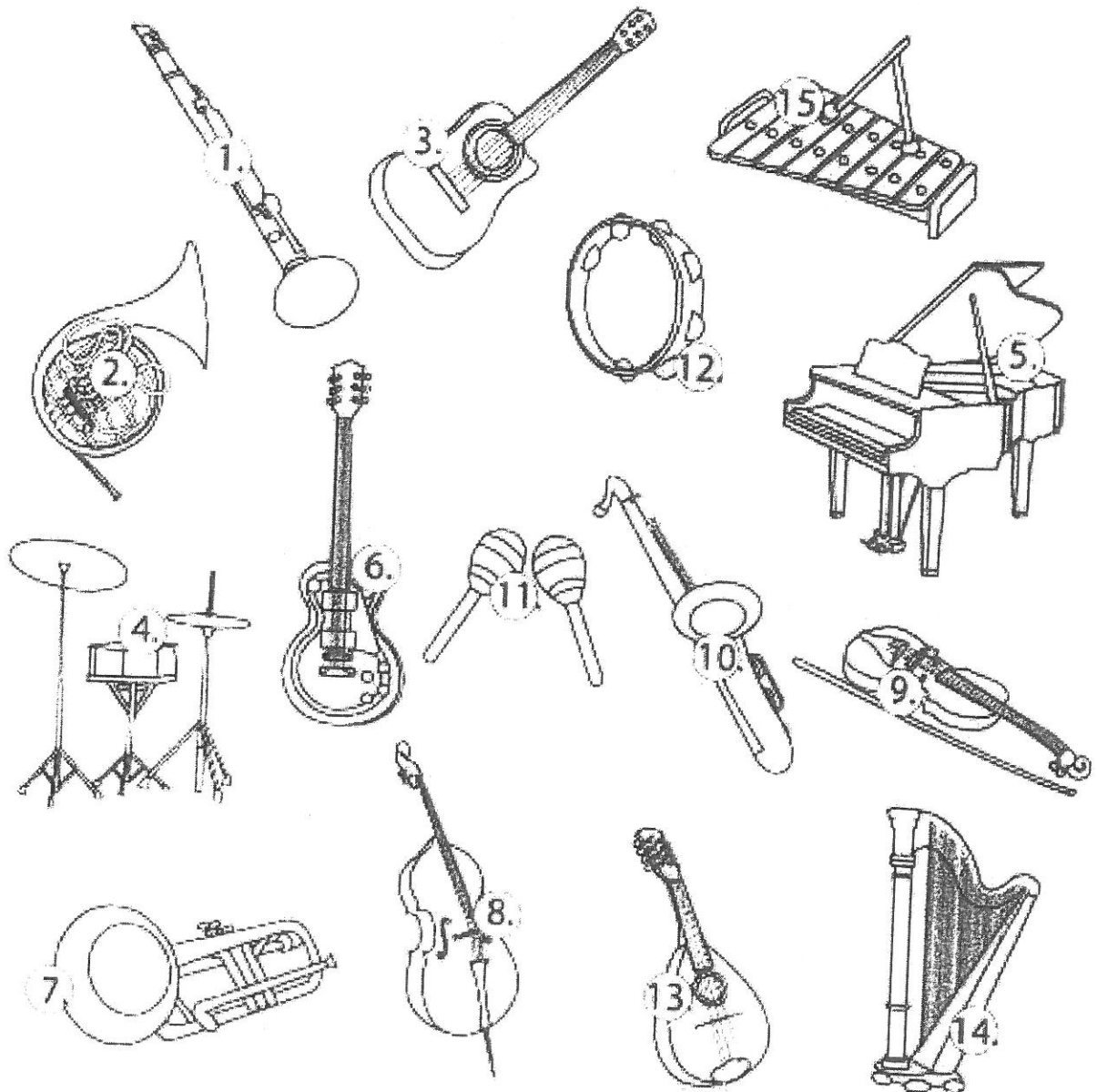


— — — — — — — — — —



Music Matching

Write the correct number in front of each word:



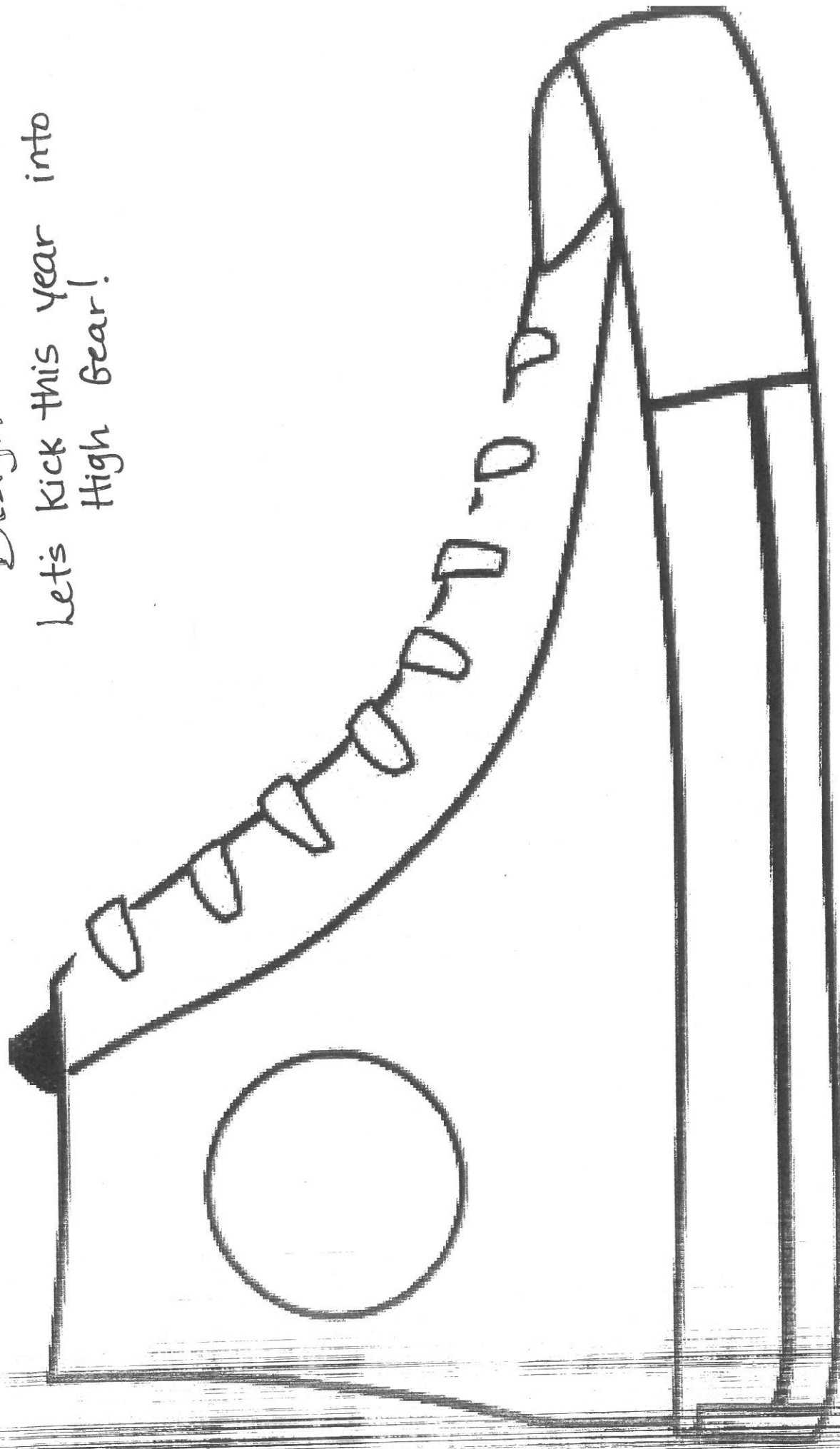
clarinet ---
French horn ---
electric guitar ---
trumpet ---
bass ---

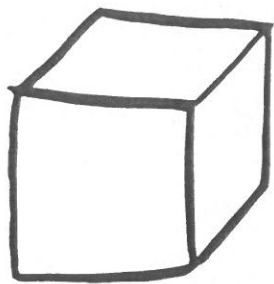
guitar ---
drum set ---
tambourine ---
maracas ---
saxophone ---

piano ---
violin ---
harp ---
mandolin ---
xylophone ---

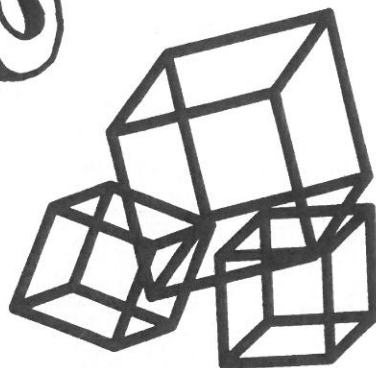
ART

Design a shoe!
Let's kick this year into
High Gear!





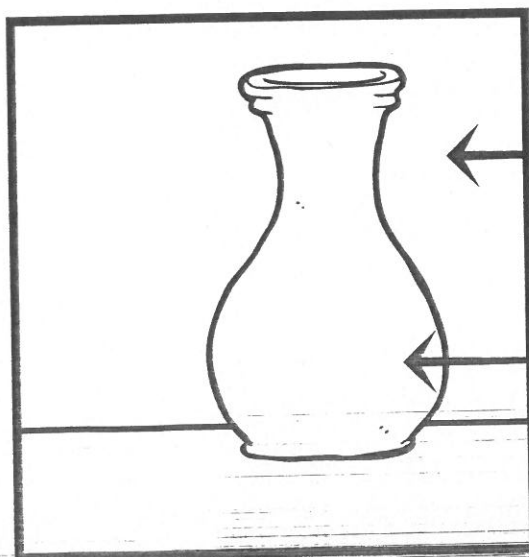
THE ELEMENTS OF ART



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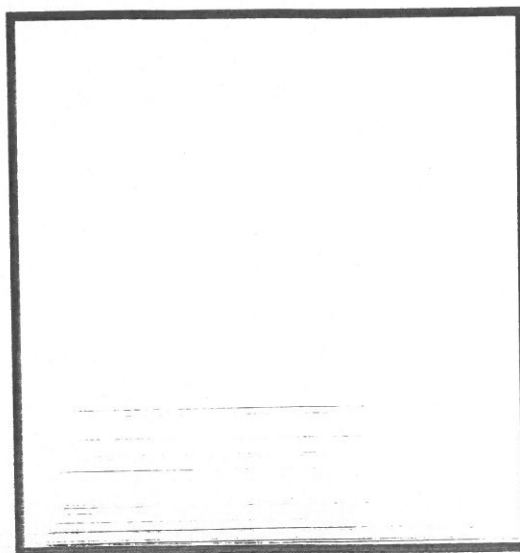
THE ELEMENT OF SPACE

Space refers to the area within and around an object.
Create your own example of positive and negative space.



negative
space

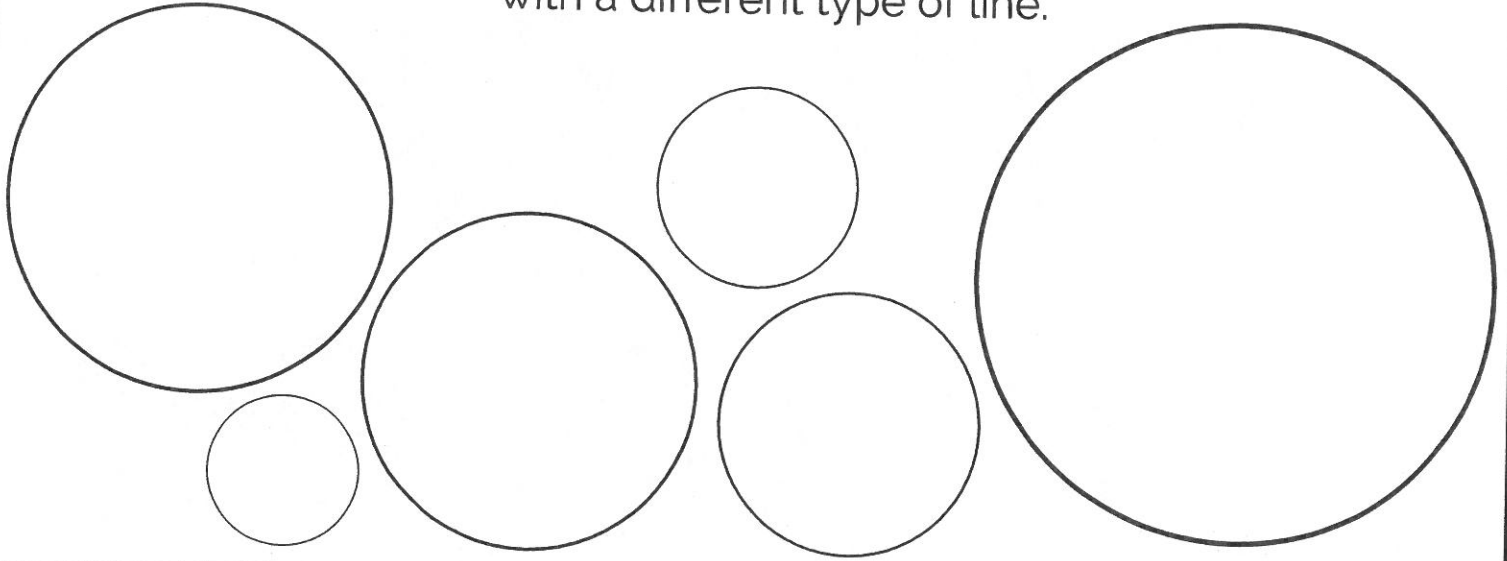
positive
space



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THE ELEMENT OF LINE

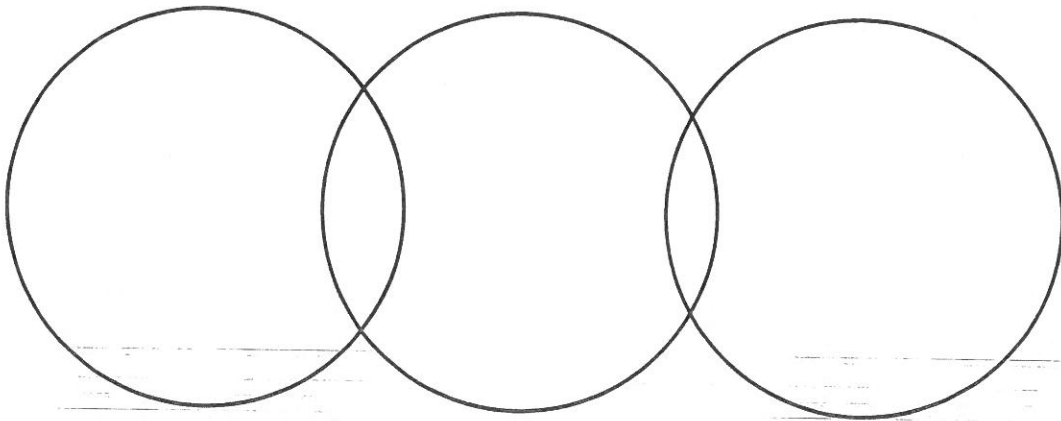
A line is moving dot. A moving pencil or paintbrush makes a mark called a line. A line can be fat, thin, straight or wavy! Fill each circle with a different type of line.



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THE ELEMENT OF COLOR

The three primary colors are red, blue and yellow. See what happens when you fill each circle with one primary color and the colors begin to overlap.

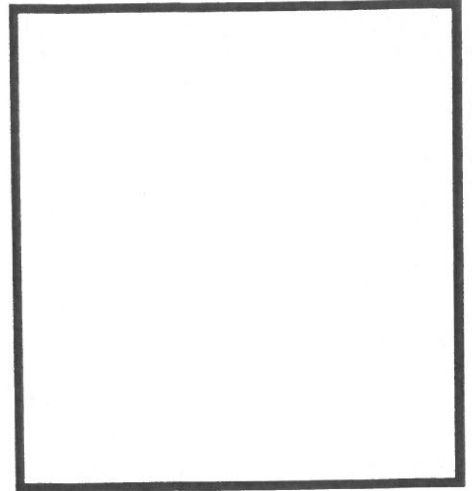
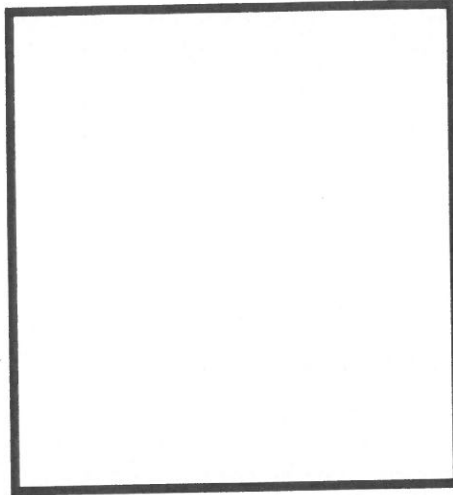
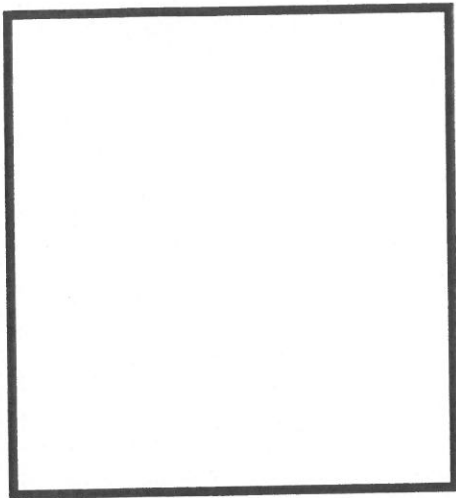


FROM THESE COLORS YOU CAN MAKE ANY COLOR

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THE ELEMENT OF TEXTURE

Texture is the way something feels when you touch it. Smooth bumpy and rough are examples of textures. Use the side of a crayon to rubbings of a few different textures around you!



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THE ELEMENT OF SHAPE

A shape is a closed line. Shapes can be geometric and have their own special names (like triangles and circles.) Other shapes are organic shapes that don't have special names and are more blob like.

Draw a shape with
no corners.

Draw a shape with 3
corners.

Draw a shape with 4
corners.

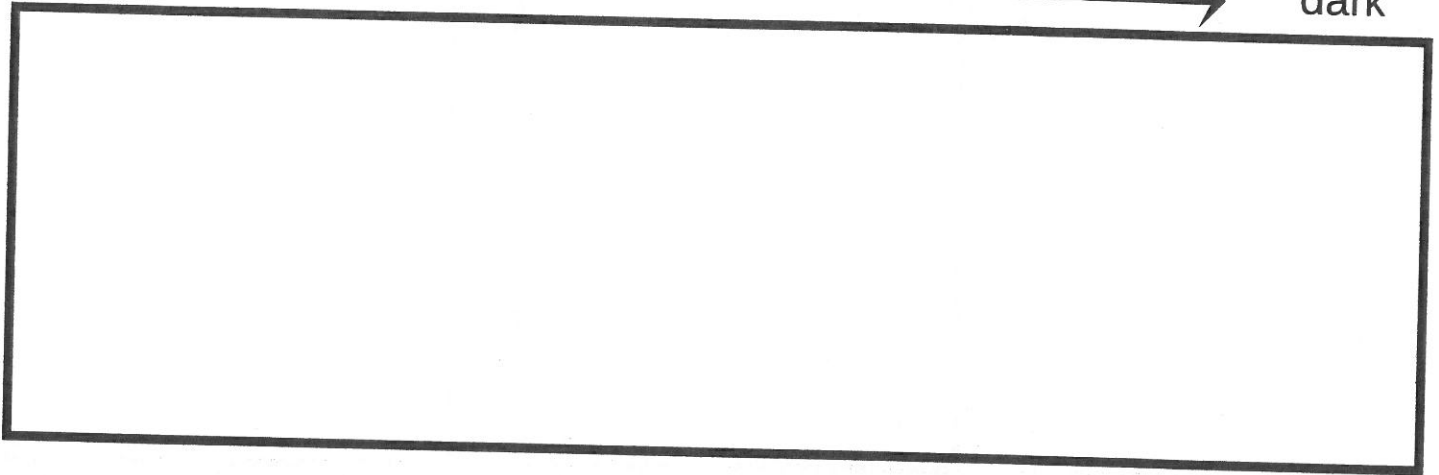
KITCHENTABLECLASSROOM.COM

THE ELEMENT OF VALUE

Value is how light or dark a color is. Create a value scale from light to dark using shading from a pencil or a crayon.

light

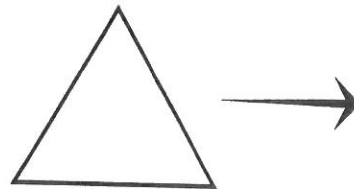
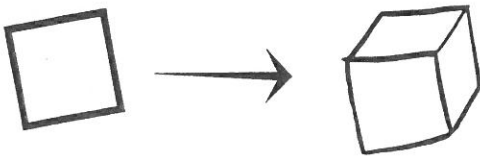
dark



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THE ELEMENT OF FORM

Forms are three dimensional objects. While shapes are flat, forms are fat! A square is a shape while a cube is a form, Can you imagine what form a circle and triangle could become.



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P.E.

Name _____ Date _____

Day 1 (A)
**Science
and Physical
Education**

Feel a Push or a Pull

Did you know that your body pushes and pulls every time it moves? Here are some ways to feel the pushes and pulls. Try these movements on the playground. Write which one was a **push** or a **pull**.

1. Do a chin-up.



2. Move a partner on a swing.

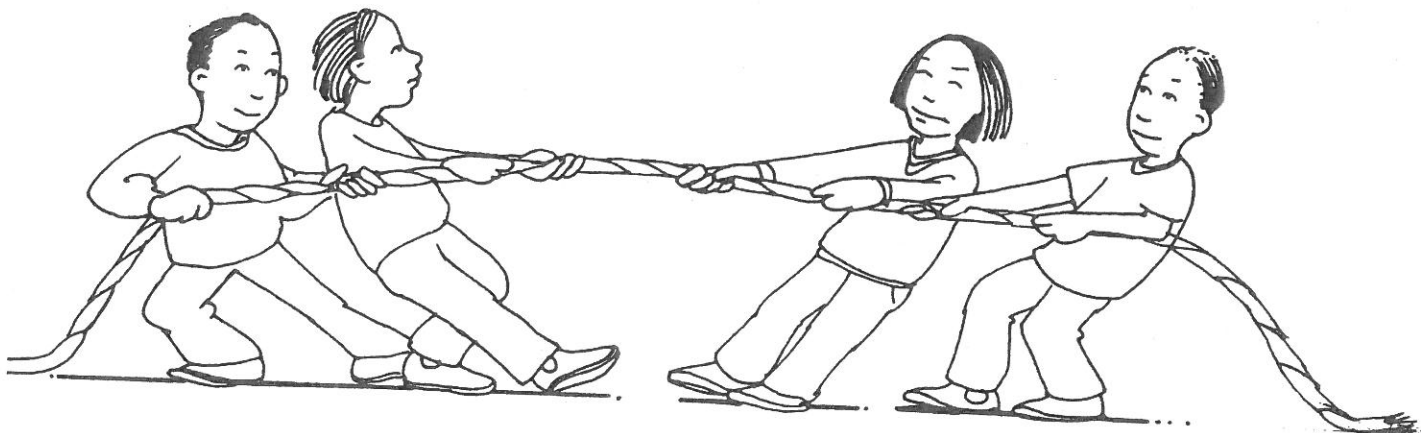


Name _____ Date _____

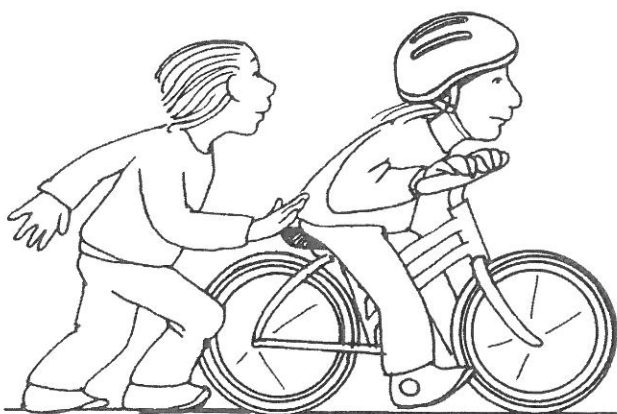
Day 1 (B)

**Science
and Physical
Education**

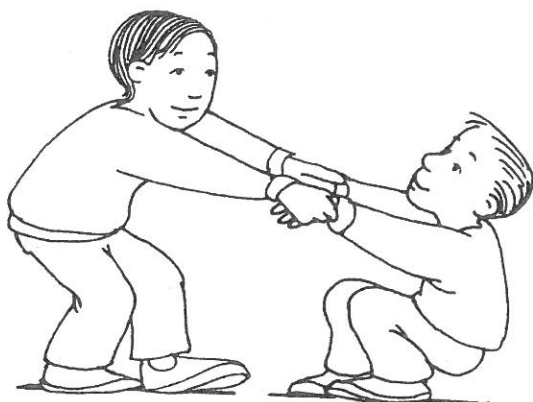
3. Play a game of tug of war.



4. Give a friend a boost.



5. Help a friend stand up.



Name _____ Date _____

Warming Up for Exercise

You should warm up your muscles before you exercise. Here are some things you can do.

1. Stretch your arms.
2. Stretch your legs.
3. Slowly tilt your head.
4. Bend to each side.



Now try the stretches. Do you feel warmed up?
What do you like to do to exercise? Make a list.
Try to exercise each day to stay healthy and fit.

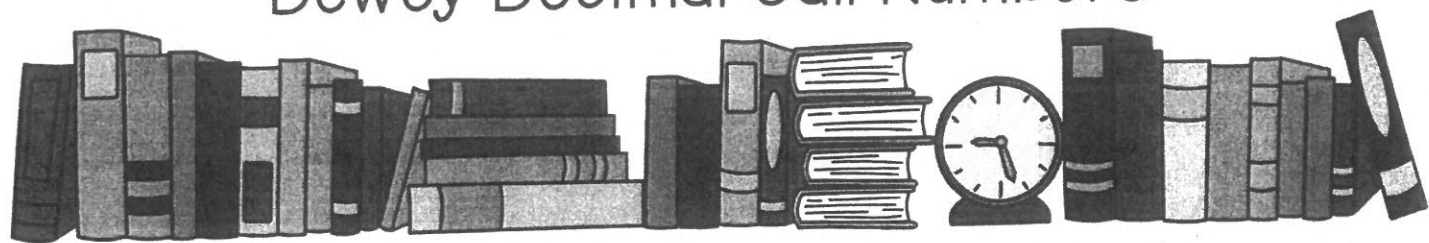
Library

In each box, write what can be found in each section


BINGO - #6

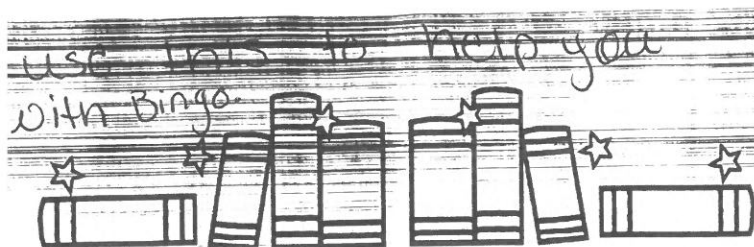
Dewey Decimal Call Numbers

3rd - 2 Bingos Day 2
4th - 3 Bingos Library
5th - 4 Bingos



example:
Literature
Poetry
Jokes 818
Plays

	004	419	811	394
745	597	636	921	793
629	523	FREE  SPACE	031	598
624	811	398	629	609
736	796	609	598	133



Dewey Decimal System

000-099	General Works Record books, unexplained, computers
100-199	Philosophy How people think and feel
200-299	Religion World religions, Bible stories, mythology
300-399	Social Sciences Government, holidays, military, fairy tales
400-499	Language Sign language, foreign language, dictionaries
500-599	Science Books about the natural world
600-699	Technology Inventions, things made by man, pets
700-799	Arts & Recreation Sports, art, music, crafts
800-899	Literature Poetry, jokes, plays
900-999	History & Geography Past events and places of the world

♥ READING

Typing

Digital Devices

• game consoles • gamepad • CPU (Central Processing Unit) • external drive • headset • Joystick • keyboard • laptop • loudspeaker • microphone • mobile phone • mouse • mp3 / iPod • PDA • printer • scanner • screen • tablet (iPad) • webcam • USB / flash drive •



Match the names with the pictures.

1



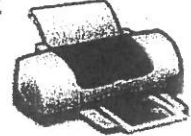
2



3



4



5



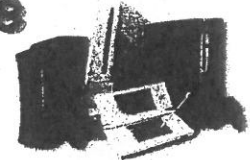
6



7



8



9



10



11



12



13



14



15



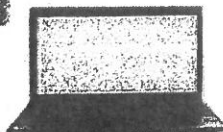
16



17



18



19



20



iSLCollective.com

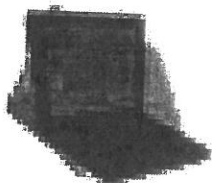


Name _____

Grade _____

Matching Computer Parts

Directions: Identify and match each computer term.



1.



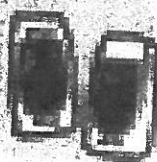
2.



3.



4.



5.



6.

A. Keyboard

B. Laptop

C. Printer

D. Arrow

E. Mouse

F. Speakers