Marysville School District

Lets Learn
Grade 4

Marysville
School District

Families:
Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?
Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

What if the work is too difficult for my student to do independently?
In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.
In the meantime, families may adjust the workload as it fits your student's best interest.

What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?
Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.

Reading
&
Writing

Name _____

Related Words

Proofread a Story Help Maggie edit her story about a family member. Circle seven misspelled words. Then write them correctly on the lines below. Use the list of spelling words to help you.

Spelling Words
please
pleasant
breath
breathe
image
imagine
product
production
heal
health
triple
triplet
relate
relative
meter
metric
compose
composition
crumb
crumble

A Family Tale

I have a very pleasent and interesting elderly relitive. He is ninety-five years old and is the imige of health. One of his daily healthe habits is to breathe very deeply each morning. Then he starts exercising. Can you imagine someone who's ninety-five doing jumping jacks? I've even seen my relative do this in tripel time. Yesterday he went out and cought a fish that weighed 1,000 pounds. He reeled it in and ate the whole thing for breakfast. Maybe by now you've guessed that this compusition is a tall tale!

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____

Proofread Words Circle the word that is spelled correctly.

8. breth   breath   breate

9. health   helth   heathe

10. tiplet   tripplet   triplet

11. crumle   crumble   crumbel

12. metric   metrik   metic

Students apply grade-level phonics and word analysis skills.

Jesse's Perfect Score

Jesse had no trouble with most of his classes but clearly struggled with science. Just a week ago, Mr. Delgado had suggested that Jesse's parents find him a science tutor. So, when he received an A+ on the astronomy test, Mr. Delgado was pleased—and a little surprised. Then Anton reported that he had seen Jesse looking at his test answers. Mr. Delgado considered Jesse an honest student, but he began wondering whether Jesse had earned that perfect score.

Mr. Delgado was missing important information. First, Jesse had been an astronomy buff for years and was thrilled when the class finally reached that part of science. He had glow-in-the-dark stars on his bedroom ceiling, and photos of planets and galaxies decorated his walls. Second, Jesse had studied especially hard for the test.

Third, Anton was angry at Jesse and wanted revenge. Anton's pride had been wounded. Most days at recess, the other kids chose Jesse for the baseball team before him. Jesse was a better catcher and batter. Anton could not stand it. When Jesse tagged Anton out at home base, Anton promised to make him pay.

Mr. Delgado had to uncover the truth. He began with Jesse. He took him aside, explaining that another student had accused him of cheating on the test. Jesse insisted that he didn't cheat. He was honest and worked hard for his grades. Jesse inquired, "Was the student Anton?"

The surprise on the teacher's face was evident. Jesse explained what happened at recess and described how much he had studied. As he spoke, Jesse gained a new confidence. Mr. Delgado asked questions and listened carefully to Jesse's answers.

He then talked to Anton, who eventually admitted lying, and offered an apology. After thanking Anton for telling the truth, Mr. Delgado discussed the importance of honesty. He emphasized that actions have consequences and told Anton that he owed Jesse an apology. Anton would spend today's recess inside writing that apology.

After Anton finished writing, Mr. Delgado brought the two students together. Jesse listened politely as Anton read the apology aloud. When he

Students read text closely to determine what the text says.

finished, Anton asked him nervously if maybe they could be friends—and if maybe they could play on the same team at recess.

   "I'd like that," Jesse said.

Gather Evidence Underline the information Mr. Delgado was missing when he wondered whether Jesse cheated on the test.

Gather Evidence: Extend Your Ideas Explain why Mr. Delgado believed Jesse cheated. Would you have come to the same conclusion?

_____

_____

_____

_____

Ask Questions Draw a box around one of the character's reactions. Write a question for that character on why he acted the way he did.

_____

_____

Ask Questions: Extend Your Ideas Write two more questions for another character in the story.

_____

_____

Make Your Case Choose the character you found most interesting and circle the details in the text that describe him.

Make Your Case: Extend Your Ideas On a separate sheet of paper, explain whether that character changed for the better in the story.

Students read text closely to determine what the text says.

Name _____

Suffix *–ion*

Word Bank

justification	pollution	suggestion	quotation
correction	proclamation	audition	publication
improvisation	transition	altercation	election

DIRECTIONS Complete each sentence with a list word.

1. Every four years, there is an _____ to select the next president.   1. _____

2. Recycling is one way to reduce _____.   2. _____

3. My teacher wanted me to add another _____ to my paper.   3. _____

4. I'm planning to _____ for the school play.   4. _____

5. What's your _____ for spending so much money?   5. _____

6. Abraham Lincoln signed the Emancipation _____.   6. _____

7. It's better to avoid an _____ and talk things out.   7. _____

8. To my recollection, my homework had only one _____.   8. _____

9. Chris just moved here, and the _____ is difficult for him.   9. _____

10. He asked me a question, so I made a _____.   10. _____

DIRECTIONS Choose two words from the above list, and write a sentence for each word.

11. _____

_____

12. _____

_____

Students apply grade-level phonics and word analysis skills.

Name _____

Words from German

Word Bank

bagel	knapsack	hamster	waltz
glitz	gestalt	angst	pretzel
seltzer	nosh	bratwurst	noodle

DIRECTIONS Write a list word for each description. Use a dictionary to help you.

1. backpack made of canvas

1. _____

2. perceived as more than the sum of its parts

2. _____

3. German pork sausage

3. _____

4. extravagant, glamorous, or superficial

4. _____

5. small rodent

5. _____

6. crisp bread that is baked and salty

6. _____

7. to eat a bit of food or a snack

7. _____

8. strip, ring, or tube of pasta often made with egg

8. _____

9. carbonated water

9. _____

10. partner dance that means "to turn" in German

10. _____

11. a deep anxiety, or fear

11. _____

12. doughy bread shaped like a ring

12. _____

Students apply grade-level phonics and word analysis skills.

Team "Sports"

Alec and Joey lived near the ocean all year long. Most people don't realize how boring and lonely winter can be at the beach, especially when you and your brother like doing different things. The summer, though, was an entirely different story.

The beach was bustling every week as vacationers came and went. An outgoing boy, Alec—the older by two years—was famous for organizing games of beach volleyball, football, and any other sport imaginable. Sometimes Joey, who was on the shy side, tried to join in. But often he preferred to draw, paint, or build fancy sandcastles like his grandmother. She had taught him how to pack the sand tightly with his palms, carving rounded windows and delicate towers with a garden spade.

Alec didn't understand why Joey would rather do artistic things than play ball. When Joey tried to explain, Alec just shook his head. He insisted that sports were better because sports often allowed many kids to play together. That is when Joey's idea hatched. He would show Alec what doing things together looked like!

Working for several hours, Joey created an elaborate sandcastle with stairs, towers, and shell-lined walls. When he had finished, he used his mom's camera to take pictures. Then Joey painted colorful posters featuring his sandcastle and the question, "Can you top this?" He hung his posters everywhere in town, announcing his plans for a day of sandcastle artistry—all ages welcome. At the end of the day, there would be a potluck dinner to mark the occasion.

When Alec saw a poster, he smirked and not so nicely told Joey that no one would come. Still, shortly after sunrise on Saturday, Joey was on the beach digging in the sand. By midmorning, four kids his age were sculpting the sand alongside him. By noon the number had tripled. A couple of parents even joined in. Joey beamed as everyone eagerly discussed ideas and shared tools. It was a sandcastle-making party!

As the afternoon progressed, Alec's game of volleyball died down, and his friends suggested they check out the sand structures. Alec couldn't believe what he saw. At least 30 people were building an entire city of sandcastles! It was one of the most beautiful things he had seen on the beach. Best yet, everyone was chatting and laughing and working together.

Students read text closely to determine what the text says.

Name _____

   "Well, little brother," Alec said to Joey, "I guess you proved me wrong. You should make this sandcastle day an annual tradition!" With a chuckle, Joey handed Alec and his buddies a pail and several shovels and told them to get started on their own castle masterpieces. Before long, they too were working together on a super creation in the sand.

Gather Evidence Underline two details about Alec, and two about Joey.

Gather Evidence: Extend Your Ideas What are some differences between Alec and Joey?

_____

Ask Questions Write two questions about the characters that would help you better understand them.

_____

_____

_____

Ask Questions: Extend Your Ideas On a separate sheet of paper, write three other questions about Alec and Joey that interest you.

Make Your Case Circle clues in the text that show how Alec and Joey change from the beginning to the end of the story.

Make Your Case: Extend Your Ideas Who changed more from the beginning to the end of the story: Alec or Joey? On a separate sheet of paper, explain your answer using details from the text to identify the specific change(s).

Students read text closely to determine what the text says.

Name _____

Homographs

Word Bank

tear	fine	wind	bat
desert	object	produce	wound
change	digest	foot	lead

DIRECTIONS Read each sentence. Circle the correct definition for the underlined word.

1. Susan noticed a <u>bat</u> flying in the sky.

   (a piece of sporting equipment / a winged animal)

2. I didn't mean to <u>tear</u> a page out of my notebook!

   (to rip / a drop of water from the eye)

3. I <u>object</u> to the way I'm being treated.

   (a thing / to be opposed to / a goal)

4. It's always cold in the <u>produce</u> section of the supermarket.

   (to create or make / fresh fruits or vegetables)

DIRECTIONS Write a list word to complete each sentence. Then write a definition for the word.

5. The class will learn about the _____ environment next week.

6. If a person drives too fast, then he or she might receive a _____.

7. The _____ was blowing leaves around the courtyard.

8. The doctor told Jackie's mom that her _____ was healing nicely.

9. I received my _____ from the cashier.

10. My brother published a _____ of his findings.

11. I broke my _____ playing basketball.

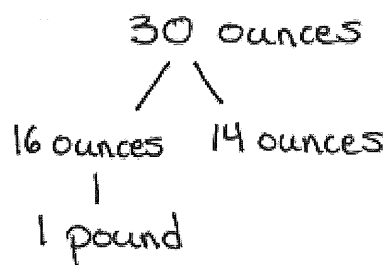12. The coach told me it was my turn to _____ the team drill.

Students apply grade-level phonics and word analysis skills.

MATH

Exploring Measurement with Multiplication

In this final module of Grade 4, students build their competencies in measurement as they relate multiplication to the conversion of measurement units.
Throughout the module, students explore multiple strategies for solving measurement problems involving unit conversion.

Pounds	Ounces
1	16
2	32
3	48
4	64
5	80
6	96
7	112
8	128
9	144
10	160

A pound-ounce conversion table like those students create and use in Module 7

New Terms in this Module:

Customary system of measurement: measurement system used in the United States that includes such units as yards, pounds, and gallons

Customary unit: e.g., foot, ounce, quart

Cup (c): customary unit of measure for liquid volume

Gallon (gal): customary unit of measure for liquid volume

Metric system of measurement: base ten system of measurement used internationally that includes such units as meters, kilograms, and liters

Metric unit: e.g., kilometer, gram, milliliter

Ounce (oz): customary unit of measure for weight

Pint (pt): customary unit of measure for liquid volume

Pound (lb): customary unit of measure for weight

Quart (qt): customary unit of measure for liquid volume

30 ounces

16 ounces   14 ounces

1 pound

A number bond decomposes 30 ounces to make a mixed unit of 1 pound 14 ounces

What Came Before this Module:

Students explored decimal numbers and their relationship to decimal fractions. They learned to express a given quantity in both fraction and decimal forms and compared decimal numbers using the place value chart.

How You Can Help at Home:

- As often as possible, notice and discuss customary units like ounces and pounds with your student (in the grocery store, at home, etc.).

- Review time by asking questions such as "How many more minutes until the next hour?" or "How many hours until the next day?"

Key Common Core Standards:

- **Use the four operations with whole numbers to solve problems.**
  - Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
  - Multiply or divide to solve word problems involving multiplicative comparison.
  - Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations.
- **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**
  - Know relative sizes of measurement units within one system of units.
  - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Two different Two-Column Tables featuring customary measurements and time from Module 7

Quarts	Pints
1	
2	
6	
10	
16	

Minutes	Seconds
1	60
2	120
3	180
4	240
5	300
6	360
7	420
8	480
9	540
10	600

Spotlight on Math Tools:

Two-Column Table

Students use this mathematical tool in Module 7 of *A Story of Units*.

A Story of Units has several key mathematical tools that are used to solidify mathematical concepts.

Module 7 further tells the *Story of Units* by focusing on customary measurement units (gallons, pints, yards, etc.). Students decompose them, convert them, and strengthen their sense of what each customary unit represents. Two-column tables are an important organizational tool that helps students see how the larger and smaller units relate to each other, as well as what a "unit" means in each situation, e.g., 16 ounces = 1 pound.

Two-column tables also reappear as organizational tools in later years, such as when students learn simple linear functions and use the tables to calculate coordinate pairs. In this module, the structure of the table is provided for students in order to scaffold their learning, to record the conversion from larger to smaller units, and to see the multiplicative relationship between two units of measurement.

Sample Problem from Module 7:
(Example taken from Module 7, Lesson 10)

One pumpkin weighs 7 pounds 12 ounces. A second pumpkin weighs 10 pounds 4 ounces. A third pumpkin weighs 2 pounds 9 ounces more than the second pumpkin. What is the total weight of all three pumpkins?

#1 [7 lb 12 oz]

#2 [10 lb 4 oz] 2 lb 9 oz } W

#3 [ ]
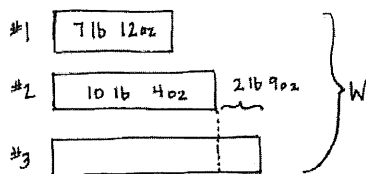
The total weight of all 3 pumpkins is 30 pounds 9 ounces.

Solution A

10 lb 4 oz —+2lb 9oz→ 12 lb 13 oz

7 lb 12 oz —+10 lb 4oz→ 18 lb —+12lb 13oz→ 30 lb 13 oz

W = 30 lb 13 oz

Solution B

10 lb 4 oz + 2 lb 9 oz = 12 lb 13 oz

W = 7 lb 12 oz + 10 lb 4 oz + 12 lb 13 oz

= 29 lb 29 oz
          ↑
       1 lb 13

W = 30 lb 13 oz

EUREKA MATH

G4-M7-Lesson 1

1. Complete the tables.

a.

Yards	Feet
1	3
4	12
10	30

b.

Feet	Inches
1	12
3	36
9	108

c.

Yards	Inches
1	36
2	72
4	144

> 1 yard = 3 feet. I multiply the number of yards by 3 to find the number of feet.

> 1 foot = 12 inches. I multiply the number of feet by 12 to find the number of inches.

> 1 yard = 3 feet, and 1 foot = 12 inches. To find the number of inches in 1 yard, I can multiply, $3 \times 12 = 36$. Now I multiply the number of yards by 36 to find the number of inches.

2. Solve.

a. 3 yards 2 inches = __110__ inches

> There are 36 inches in 1 yard. 3×36 inches = 108 inches.

b. 12 yards 4 feet = __40__ feet

> There are 3 feet in 1 yard. 12×3 feet = 36 feet.

c. 3 yards 1 foot = __120__ inches

> I can solve this two ways: Convert yards and feet to inches, or convert yards to feet and then feet to inches.


EUREKA MATH™

Lesson 1:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

1

3. Complete the table.

Pounds	Ounces
1	16
3	48
5	80

> 1 pound = 16 ounces. I multiply the number of pounds by 16 to find the number of ounces.

4. Ronald's cat weighs 9 pounds 3 ounces. How many ounces does his cat weigh?

9 pounds 3 ounces

16 oz	16 oz	16 oz	16 oz	16 oz	16 oz	16 oz	16 oz	16 oz	3 oz
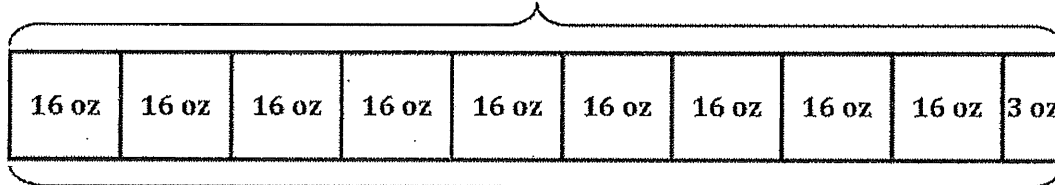
T

1 unit: 16 ounces

9 units: 144 ounces

T = 144 ounces + 3 ounces

T = 147 ounces

Ronald's cat weighs 147 ounces.

$$\begin{array}{r} 1\ 6 \\ \times\quad 9 \\ \hline 1\ 4\ 4 \end{array}$$

> I can draw a tape diagram with 9 units of 16 ounces and 1 unit of 3 ounces because the cat weighs 9 pounds 3 ounces and each pound equals 16 ounces.

> I can multiply 9 × 16 to find the number of ounces in 9 pounds. Then I can add 3 more ounces to find the total number of ounces.

5. Answer *true* or *false* for the following statement. If the statement is false, change the right side of the comparison to make it true.

2 kilograms < 1,900 grams   *false*

2,001 grams

1 kilogram = 1,000 grams

2 × 1,000 grams = 2,000 grams

2 kilograms = 2,000 grams

> The statement is false because 2,000 grams is not less than 1,900 grams. The number on the right has to be greater than 2,000.

Lesson 1:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

EUREKA MATH

Name _____   Date _____

Pounds	Ounces
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting pounds to ounces is _____.

Yards	Feet
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Feet	Inches
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting yards to feet is
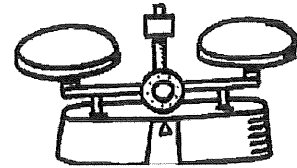
_____.

The rule for converting feet to inches is

_____.

Name _____   Date _____

Use RDW to solve Problems 1–3.

1. Evan put a 2-pound weight on one side of the scale. How many 1-ounce weights will he need to put on the other side of the scale to make them equal?

2. Julius put a 3-pound weight on one side of the scale. Abel put 35 1-ounce weights on the other side. How many more 1-ounce weights does Abel need to balance the scale?

3. Mrs. Upton's baby weighs 5 pounds and 4 ounces. How many total ounces does the baby weigh?

4. Complete the following conversion tables and write the rule under each table.

a.

Pounds	Ounces
1	
3	
7	
10	
17	

The rule for converting pounds to ounces is _____.

b.

Feet	Inches
1	
2	
5	
10	
15	

The rule for converting feet to inches is

_____.

c.

Yards	Feet
1	
2	
4	
10	
14	

The rule for converting yards to feet is

_____.

5. Solve.

a. 3 feet 1 inch = _____ inches

b. 11 feet 10 inches = _____ inches

c. 5 yards 1 foot = _____ feet

d. 12 yards 2 feet = _____ feet

e. 27 pounds 10 ounces = _____ ounces

f. 18 yards 9 feet = _____ feet

g. 14 pounds 5 ounces = _____ ounces

h. 5 yards 2 feet = _____ inches

6. Answer "true" or "false" for the following statements. If the statement is false, change the right side of the comparison to make it true.

a. 2 kilograms > 2,600 grams _____

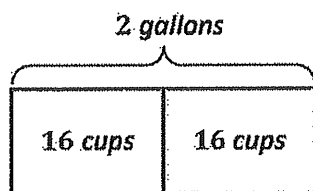b. 12 feet < 140 inches _____

c. 10 kilometers = 10,000 meters _____

COMMON CORE

Lesson 1: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.
Date: 1/31/14

engage^ny 7.A.13

G4-M7-Lesson 2

Use the RDW process to solve Problems 1 and 2.

1. Lucy buys 2 gallons of milk. How many cups of milk does she have?

2 gallons

16 cups	16 cups

> I can draw a tape diagram with 2 units of 16 cups because Lucy bought 2 gallons of milk and each gallon is the same as 16 cups.

1 unit: 16 cups
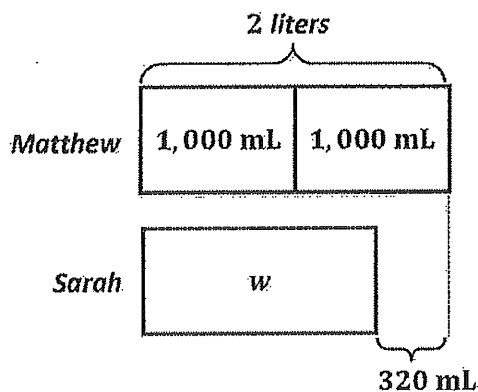
2 units: 2×16 cups = 32 cups

Lucy has 32 cups of milk.

> I multiply 2×16 cups to find the number of cups in 2 gallons.

2. Matthew drank 2 liters of water today, which was 320 milliliters more water than Sarah drank today. How much water did Sarah drink today?

2 liters

Matthew | 1,000 mL | 1,000 mL

Sarah | w

320 mL

> I draw tape diagrams to represent the amount of water Matthew and Sarah drank. Matthew's tape diagram is longer than Sarah's because he drank 320 more milliliters of water than she did.

$1\,L = 1,000\,mL$

$2\,L = 2,000\,mL$

$w = 2,000\,mL - 320\,mL$

$w = 1,680\,mL$

Sarah drank 1,680 mL of water today.

> I convert the amount of water Matthew drank, 2 liters, into milliliters. Then, I subtract from 2,000 mL the excess amount of water that Matthew drank, which is 320 mL. This tells me how much water Sarah drank.

EUREKA MATH   Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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3

3. Complete the tables.

a.

Gallons	Quarts
1	4
3	12
5	20

1 gallon = 4 quarts. I multiply the number of gallons by 4 to find the number of quarts.

b.

Quarts	Pints
1	2
4	8
8	16

1 quart = 2 pints. I multiply the number of quarts by 2 to find the number of pints.

4. Solve.

a. 5 gallons 3 quarts = ___23___ quarts

There are 4 quarts in 1 gallon.
5 × 4 quarts = 20 quarts.

b. 25 gallons 2 quarts = ___408___ cups

I can solve this two ways: Convert gallons and quarts to cups, or convert gallons to quarts and then all quarts to cups.

5. Answer *true* or *false* for the following statement. If your answer is false, make the statement true by correcting the right side of the comparison.

6 pints > 3 quarts 1 cup   ___false___

2 quarts 1 cup

2 pints = 1 quart
3 × 2 pints = 6 pints
3 quarts 1 cup = 6 pints 1 cup

The statement is false because 6 pints is not greater than 6 pints 1 cup. The number on the right has to be less than 3 quarts.

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

EUREKA MATH

Name _____   Date _____

Gallons	Quarts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Quarts	Pints
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting gallons to quarts is

_____ .

The rule for converting quarts to pints is

_____ .

Pints	Cups
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

1 gallon = _____ pints

1 quart = _____ cups

1 gallon = _____ cups

The rule for converting pints to cups is

_____ .

COMMON CORE | **Lesson 2:** Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.
Date: 1/31/14

engage^{ny}   7.A.28

Name _____   Date _____

Use RDW to solve Problems 1–3.

1. Susie has 3 quarts of milk. How many pints does she have?

2. Kristin has 3 gallons and 2 quarts of water. Alana needs the same amount of water but only has 8 quarts. How many more quarts of water does Alana need?

3. Leonard bought 4 liters of orange juice. How many milliliters of juice does he have?

4. Complete the following conversion tables and write the rule under each table.

a.

Gallons	Quarts
1	
3	
5	
10	
13	

The rule for converting gallons to quarts is

_____ .

b.

Quarts	Pints
1	
2	
6	
10	
16	

The rule for converting quarts to pints is

_____ .

COMMON CORE | Lesson 2: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.
Date: 1/31/14

engage^ny   7.A.29

5. Solve.

   a.   8 gallons 2 quarts = _____ quarts   b.   15 gallons 2 quarts = _____ quarts

   c.   8 quarts 2 pints = _____ pints   d.   12 quarts 3 pints = _____ cups

   e.   26 gallons 3 quarts = _____ pints   f.   32 gallons 2 quarts = _____ cups

6. Answer true or false for the following statements. If your answer is false, make the statement true.

   a.   1 gallon > 4 quarts   _____

   b.   5 liters = 5,000 milliliters   _____

   c.   15 pints < 1 gallon 1 cup   _____

7. Russell has 5 liters of a certain medicine. If it takes 2 milliliters to make 1 dose, how many doses can he make?

8. Each month, the Moore family drinks 16 gallons of milk and the Siler family goes through 44 quarts of milk. Which family drinks more milk each month?

9. Keith's lemonade stand served lemonade in glasses with a capacity of 1 cup. If he had 9 gallons of lemonade, how many cups could he sell?

COMMON CORE | **Lesson 2:**   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.   engage^ny   7.A.30

Date: 1/31/14

G4-M7-Lesson 3

Use RDW to solve Problem 1.

1. Benjamin's football practice ends at 5:00 p.m. If practice starts at 3:00 p.m., how many minutes long is practice? Use the number line to show your work.
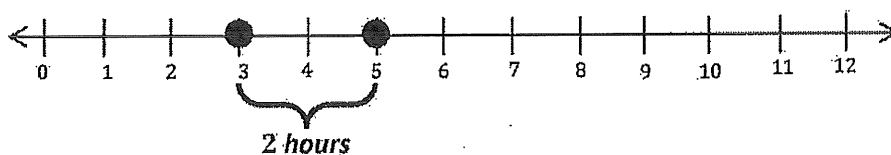
2 hours

1 hour = 60 minutes

2 hours = 120 minutes

> I plot the times on the number line.
> Then, I convert the hours to minutes.

Benjamin's practice lasts for 120 minutes.

2. Complete the following conversion tables.

a.

Hours	Minutes
1	60
3	180
6	360

> 1 hour = 60 minutes
> I multiply the number of hours by 60 to find the number of minutes.

b.

Days	Hours
1	24
2	48
4	96

> 1 day = 24 hours
> I multiply the number of days by 24 to find the number of hours.

3. Solve.

   a. 9 hours 20 minutes = ___560___ minutes

   > There are 60 minutes in 1 hour.
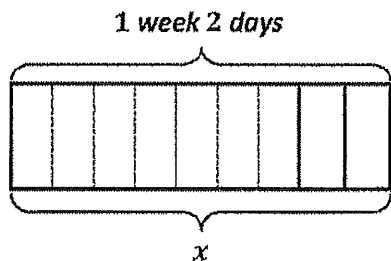   > 9×60 minutes = 540 minutes.

   b. 5 minutes 45 seconds = ___345___ seconds

   > There are 60 seconds in 1 minute.
   > 5×60 seconds = 300 seconds.

   c. 3 days 15 hours = ___87___ hours

   > There are 24 hours in 1 day.
   > 3×24 hours = 72 hours.

4. In the 1860s, it took a steamship about 1 week 2 days to cross the Atlantic Ocean. How many hours are there in 1 week 2 days?

   1 week 2 days

   x

   > I can draw a tape diagram to represent 1 week 2 days. I know that there are 7 days in 1 week, so 1 week 2 days = 9 days. I can partition my tape diagram into 9 units to represent 9 days.

   1 unit: 1 day = 24 hours

   9 units: 9×24 hours = 216 hours

   $x = 216$ hours

   $$\begin{array}{r} 2\ 4 \\ \times\quad 9 \\ \hline 2\ 1\ 6 \end{array}$$

   > I can multiply 9×24 to find the total number of hours in 9 days, or 1 week 2 days.

   There are 216 hours in 1 week 2 days.

Lesson 3: Create conversion tables for units of time, and use the tables to solve problems.

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G4-M1-HWH-1.3.0-07.2015

EUREKA MATH

Name _____   Date _____

Minutes	Seconds
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Hours	Minutes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting minutes to seconds is

_____.

The rule for converting hours to minutes is

_____.

Days	Hours
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting days to hours is

_____.

Name _____   Date _____

Use RDW to solve Problems 1–2.

1. Courtney needs to leave the house by 8:00 a.m. If she wakes up at 6:00 a.m., how many minutes does she have to get ready? Use the number line to show your work.
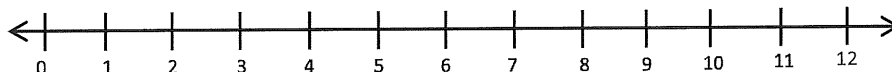
2. Giuliana's goal was to run a marathon in under 6 hours. What was her goal in minutes?

3. Complete the following conversion tables and write the rule under each table.

a.

Hours	Minutes
1	
3	
6	
10	
15	

b.

Days	Hours
1	
2	
5	
7	
10	

The rule for converting hours to minutes, and minutes to seconds, is

_____ .

The rule for converting days to hours is

_____ .

4. Solve.

   a. 9 hours 30 minutes = _____ minutes

   b. 7 minutes 45 seconds = _____ seconds

   c. 9 days 20 hours = _____ hours

   d. 22 minutes 27 seconds = _____ seconds

   e. 13 days 19 hours = _____ hours

   f. 23 hours 5 minutes = _____ minutes

5. Explain how you solved Problem 4(f).

6. How many seconds are in 14 minutes, 43 seconds?

7. How many hours are there in 4 weeks, 3 days?

COMMON CORE | Lesson 3:   Create conversion tables for units of time, and use the tables to solve problems.   engage^ny   7.A.41

Date: 1/31/14

G4-M7-Lesson 4

Use RDW to solve the following problems.

1. Rebecca painted her bathroom in 2 hours. It took her twice as long to paint her kitchen. How many minutes did Rebecca spend painting her bathroom and kitchen?

2 hours
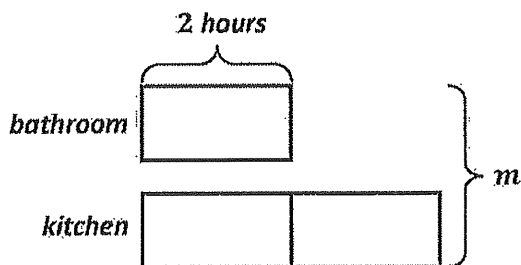
bathroom

kitchen   } *m*

> I draw 1 unit of 2 hours to represent the amount of time Rebecca spends painting her bathroom. I draw 2 units of 2 hours to represent the amount of time she spends painting her kitchen.
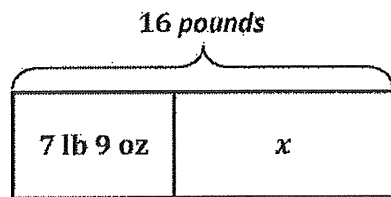
1 unit: 2 hours

3 units: 3 × 2 hours = 6 hours

$m = 6 × 60$ *minutes*

$m = 360$ *minutes*

Rebecca spent 360 minutes painting her bathroom and kitchen.

2. Mason's little sister weighed 7 pounds 9 ounces at birth. At her 6-month check-up, Mason's little sister weighed 16 pounds. How many ounces did Mason's little sister gain?

16 pounds

| 7 lb 9 oz | *x* |

> I draw a tape diagram to represent the problem. I know a part and the whole. I subtract to find the unknown part. Then, I convert 8 pounds to ounces and add 7 more ounces.

16 pounds – 7 pounds 9 ounces = 8 pounds 7 ounces

15 pounds   16 ounces

$x = 8$ *pounds 7 ounces* $= (8 × 16$ *ounces*$) + 7$ *ounces* $= 128$ *ounces* $+ 7$ *ounces* $= 135$ *ounces*

Mason's little sister gained 135 ounces.

3. Melissa stocks 16 quarts of chocolate milk in the refrigerated case at a grocery store. She puts twice as many quarts of whole milk as chocolate milk in the case. Melissa stocks 7 fewer quarts of almond milk than whole milk in the case.

   a. How many quarts of almond milk did Melissa stock in the refrigerated case?

16 quarts

chocolate milk

whole milk

almond milk
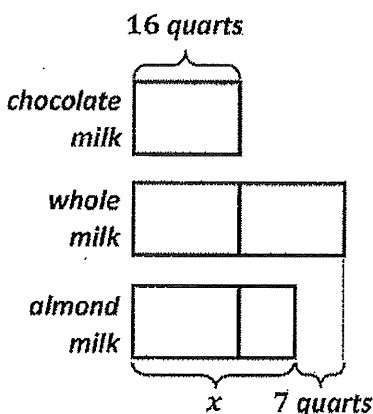
x 7 quarts

> The tape diagrams show the relationships among the different amounts of each type of milk Melissa stocked. The amount of whole milk is equal to 2 units of chocolate milk. The amount of almond milk is 7 quarts less than the almond milk.

1 unit: 16 quarts

2 units: 2×16 quarts $= 32$ quarts

$x = 32$ quarts $- 7$ quarts

$x = 25$ quarts

> I find the amount of whole milk by doubling the amount of chocolate milk. I find the amount of almond milk by subtracting 7 quarts from the amount of whole milk.

Melissa stocked 25 quarts of almond milk.

   b. Is the total number of quarts of chocolate milk, whole milk, and almond milk more than the 18 gallons of skim milk that are in the refrigerated case? Explain your answer.

16 quarts $+ 32$ quarts $+ 25$ quarts $= 73$ quarts

18 gallons $= 18 \times 4$ quarts $= 72$ quarts

Yes, the total number of quarts of whole milk, chocolate milk, and almond milk is more than the 18 gallons of skim milk. 18 gallons is the same as 72 quarts, and the total for the other types of milk is 73 quarts. There is 1 fewer quart of skim milk than the other types of milk combined.

Lesson 4:   Solve multiplicative comparison word problems using measurement conversion tables.

EUREKA MATH™

Name _____   Date _____

Use RDW to solve the following problems.

1. Beth is allowed 2 hours of TV time each week. Her sister is allowed 2 times as much. How many minutes of TV can Beth's sister watch?

2. Clay weighs 9 times as much as his baby sister. Clay weighs 63 pounds. How much does his baby sister weigh in ounces?

3. Helen has 4 yards of rope. Daniel has 4 times as much rope as Helen. How many more feet of rope does Daniel have compared to Helen?
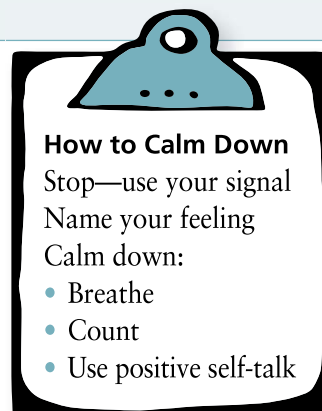
COMMON CORE

Lesson 4:   Solve multiplicative comparison word problems using measurement
              conversion tables.
Date: 1/31/14

engage^ny   7.A.52

Let's Practice!

Name: _____

You know all about being a student. Now it's your chance to try being a teacher. Today you're going to teach an adult family member the first two Calming-Down Steps, just like you learned in class. Follow the "lesson plan" below.

Read the following information and questions out loud to your adult. Then help your adult answer the questions. Refer to the Calming-Down Steps as needed.

How to Calm Down
Stop—use your signal
Name your feeling
Calm down:
- Breathe
- Count
- Use positive self-talk

We all have strong feelings that can get out of control sometimes. When are some times you might have strong feelings?

_____

_____

When you have strong feelings, your body sends messages to the part of your brain that just reacts. That's why you need to switch on the thinking part of your brain—so you don't just react and do something you'll regret later. You can do this by using the first two Calming-Down Steps: Stop—use your signal and Name your feeling.

The first thing you need to do when you feel yourself losing control of your feelings is tell your mind and body to stop. What is a signal you can say to yourself to stop yourself from reacting without thinking?

_____

After you give yourself a signal, the next step is to name your feeling. In the following situations, say your stop signal out loud, then name your feeling.

When I come home, the house is a mess. _____

I can't get my television to work. _____

A friend just canceled our dinner plans for the third time this month. _____

Next time you're having strong feelings that are getting out of control, what are the first two things you should do?

1. _____

2. _____

This homework assignment was completed on _____
                                       (DATE)   (ADULT SIGNATURE)

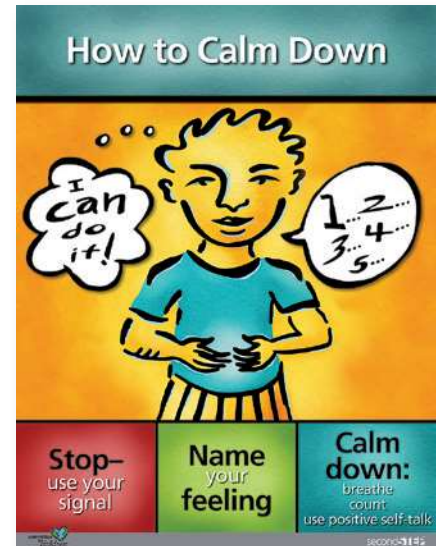*Second Step: Skills for Social and Academic Success*

Name: _____

You are a relaxation instructor. Your job is to help people calm down when they are feeling strong emotions, like anger. Today you will lead an adult family member through the Calming-Down Steps. Then you will show your adult your specialty—deep, centered breathing—as a way to calm down.

1. First, ask your adult to think about situations that make him or her feel angry.

Your adult feels angry when: _____

_____

2. Remind your adult that when he or she is feeling angry, it's important to use a stop signal and name the feeling.

What is your adult's signal? _____

_____

Have your adult name his or her feeling. _____

_____

How to Calm Down

Stop–
use your signal

Name your feeling

Calm down:
breathe
count
use positive self-talk

3. Now it's time to teach your adult to calm down by using deep, centered breathing. Have your adult follow along with you as read the following and demonstrate the deep breathing as done in class. Practice as many times as you and your adult need to!

Sit down and close your eyes, or look at the floor. Put your hand on your stomach, just above your belly button. Focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving out as you do this. Now breathe out through your mouth slowly. Use your hand to make sure you can feel your stomach moving as you breathe.

Deep breathing works by bringing more oxygen into your lungs and bloodstream, which helps you to slow down your breathing. This, in turn, slows your heart rate and makes you feel calmer.

This homework assignment was completed on _____

(DATE)   (ADULT SIGNATURE)

secondSTEP

Problem-Solving Steps
Flowchart for Families

WHAT?

- **Your child is learning the *Second Step* Problem-Solving Steps at school.**

- **Use the flowchart to help you solve problems using the Problem-Solving Steps at home.**

WHY?

- **This flowchart gives you simple steps to help you and your family members solve problems.**

- **Using a structured process to work through a problem can help stop the problem from getting bigger.**

WHO?

- **You can use this flowchart to help anyone in your family solve a problem.**

- **It can help solve a problem between siblings or between adults and children.**

WHEN?

- **Use this flowchart anytime your family needs to work through a problem together.**

committee for *children*

secondSTEP **Problem-Solving Steps Flowchart** for Families

Say the Problem: Write a problem statement using non-blaming words.

Think of Solutions: Think of three solutions that are safe and respectful.

1

2

3

Explore the Consequences: Think of one positive and one negative consequence for each solution

\+

\+

\+

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\-

\-

Pick the Best Solution

committee for *children*