



April 21

Class Discussion:

If you had a chance to live anywhere you could, where would it be and why?

Boys and Girls

THANK YOU

FOR BEING SUCH AN

Awesome

& **AMAZING**

TEAM

Science

- Please take out your Measuring Up workbook and turn to page B260.
- We are going to close read and answer comprehensions on questions 28-32.

28 A trait that is *not* inherited by offspring is

- A broken branches on an elm tree
- B webbed feet on a duck
- C red wings on a cardinal
- D yellow petals on a tulip

29 Which of the following is transferred from plants to animals through the food chain?

- A air
- B the Sun's energy
- C decomposers
- D water vapor

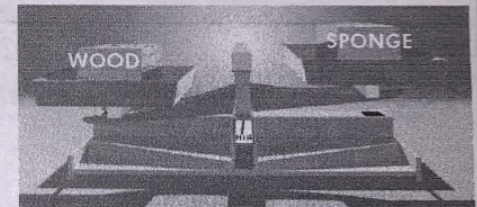
30 Which action produces the most heat during a baseball game?

- A catching a baseball
- B walking to home plate
- C throwing a baseball
- D sliding into first base

31 A turtle's shell provides help for which of the following functions?

- A growth
- B survival
- C reproduction
- D walking

32 The wood cube and the sponge cube shown on the balance below are exactly the same size. What can you conclude by looking at the balance?



- A The wood cube and sponge cube have equal masses.
- B The sponge cube has more mass than the wood cube.
- C Objects of equal size always have the same mass.
- D Objects of equal size do not necessarily have the same mass.

I can add
fractions with
denominators
greater than 1.
I can change
an improper
fraction to a
mix number.

With an Improper Fraction... Division is the Action!

Divide the Numerator by the Denominator.

$$\begin{array}{r} 21 \\ \underline{5} \end{array}$$

After you solve the problem...

The quotient becomes the whole number

The remainder becomes the numerator

The denominator stays the same.

$$\begin{array}{r} 21 \\ \underline{5} \end{array} \rightarrow 5 \overline{)21} \begin{array}{r} 4 \\ \underline{20} \\ 1 \end{array} \rightarrow 4 \frac{1}{5}$$

**I can add fractions with denominators greater than 1.
I can change an improper fraction to a mix number.**

Step 1: Divide the numerator by the denominator.

Step 2: The quotient (answer) becomes the whole number.

Step 3: The remainder becomes the numerator.

Step 4: The denominator remains the same.

Math H.W. Review Page 205.

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Use the chart to answer questions 4–7.

Kylie collects data on the rainfall in her town during the rainy season. She put her data in the chart below.

Rainfall (inches)							
Day	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Rainfall (Inches)	$4\frac{5}{6}$	$5\frac{4}{6}$	$3\frac{5}{6}$	6	$5\frac{3}{6}$	$4\frac{4}{6}$	

4 How much more rain fell on Monday and Tuesday than Wednesday and Thursday?

- A $1\frac{4}{6}$ C $1\frac{2}{6}$
B $\frac{4}{6}$ D $\frac{2}{6}$

5 How much rain fell on Monday through Saturday?

- A $30\frac{3}{6}$ C 31
B $29\frac{2}{6}$ D $28\frac{4}{6}$

6 A total of 35 inches fell during the week but Kylie forgot to fill in the chart. How much fell on Sunday?

- A $4\frac{3}{6}$ C $7\frac{2}{6}$
B $5\frac{3}{6}$ D $6\frac{2}{6}$

7 Last month Kylie recorded a total of $42\frac{1}{6}$ inches of rain. How much more rain fell last month than this week?

- A $12\frac{4}{6}$ B $12\frac{2}{6}$ C $11\frac{4}{6}$ D $11\frac{2}{6}$

Lesson 28

Domain: Number and Operations—Fractions

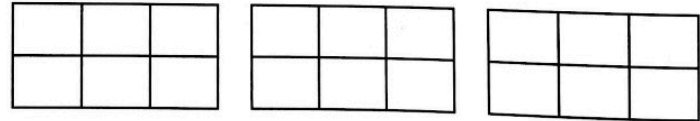
Cluster: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Standards: Primary 4.NF.4a; Secondary 4.NF.4c; Review 3.OA.3

Background Information:

People buy food from grocery stores, supermarkets, restaurants, and produce stands. How much they buy and how they use the food often involves knowing about fractions.

- 1** Vijay bought three 6-packs of juice. He gave $\frac{1}{6}$ of each pack to his friends. How much of the juice did he give to his friends? Show two ways you can solve the problem. You may use the model below to help solve this problem.



Solution:

You can use the 5-Step Method to solve this problem:

STEP 1 IDENTIFY: *What are you being asked to find?*

You are being asked to find out how much juice Vijay gave to his friends.

Math Page 206.

I can add fractions with denominators greater than 1. I can change an improper fraction to a mix number.

Math Page 207.

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STEP 2 FIND: *What do you need to solve the problem?*

You know that there are three 6-packs of juice.

You know Vijay gave $\frac{1}{6}$ of each pack to his friends.

STEP 3 CHOOSE: *How will you solve the problem?*

You can solve this problem by multiplying. Remember that there are 18 packs of juice altogether.

STEP 4 SOLVE: *Solve the problem.*

Vijay gave $\frac{1}{18}$ of all the juice to each of 3 friends.

You can add to find the total amount he gave:

$$\frac{1}{18} + \frac{1}{18} + \frac{1}{18} = \frac{3}{18}$$

You can also multiply one share to find the total amount: $3 \times \frac{1}{18} = \frac{3}{18}$ of the juice was given away by Vijay.

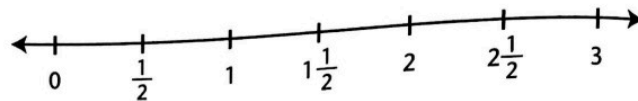
STEP 5 CHECK and JUSTIFY: *Check and justify your answer.*

Check your answer by making equivalent fractions.

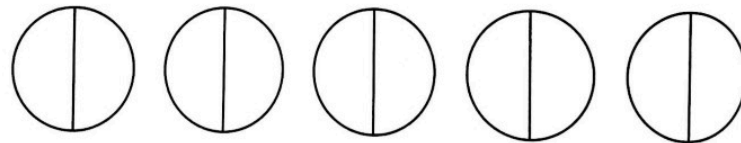
$$\frac{1}{6} = \frac{3}{18}$$

These fractions are equivalent, so your answer is justified.

- 2 Four friends each buy $\frac{1}{2}$ gallon of lemonade for a class picnic. How much lemonade did they buy altogether? Use the number line to show your work.



- 3 Coach buys 5 pizzas with different toppings to share with the team. The team ate $\frac{1}{2}$ of each pizza. How much pizza did the team eat? Write an equation to solve the problem. Use the model to show that your answer is correct.



Math Page 208.

I can add fractions with denominators greater than 1. I can change an improper fraction to a mix number.

E.L.A. and Social Studies

I can close read **A Funny Old Ballpark** and Lightning and answer comprehension questions.

Class Code: SUQ4WD

Password: 1234

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