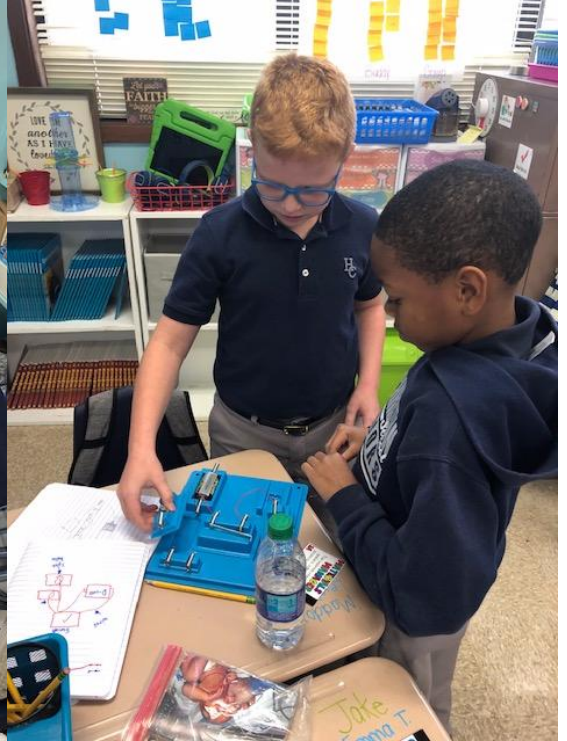
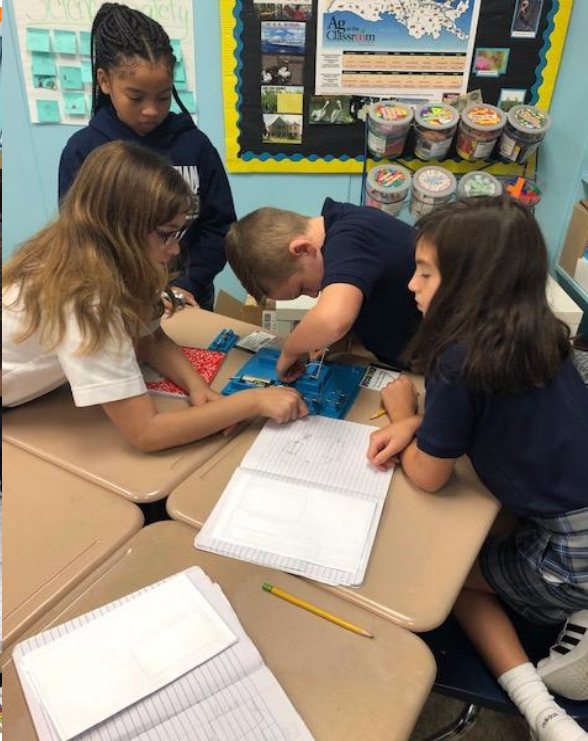
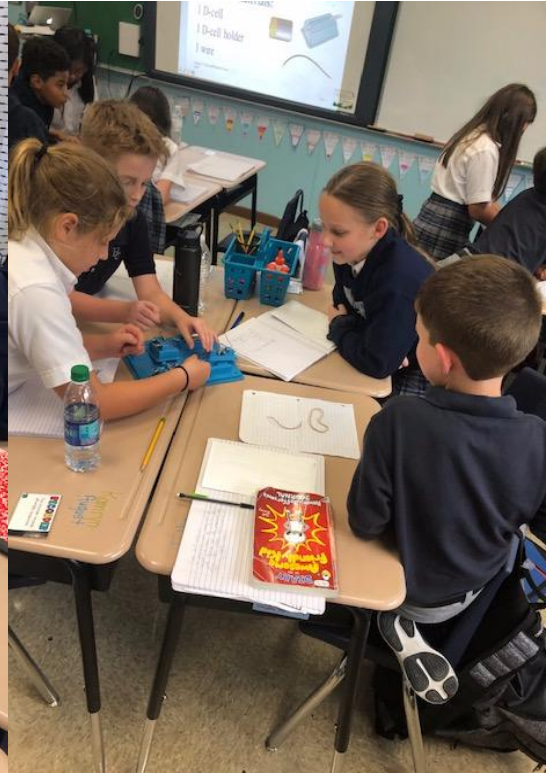
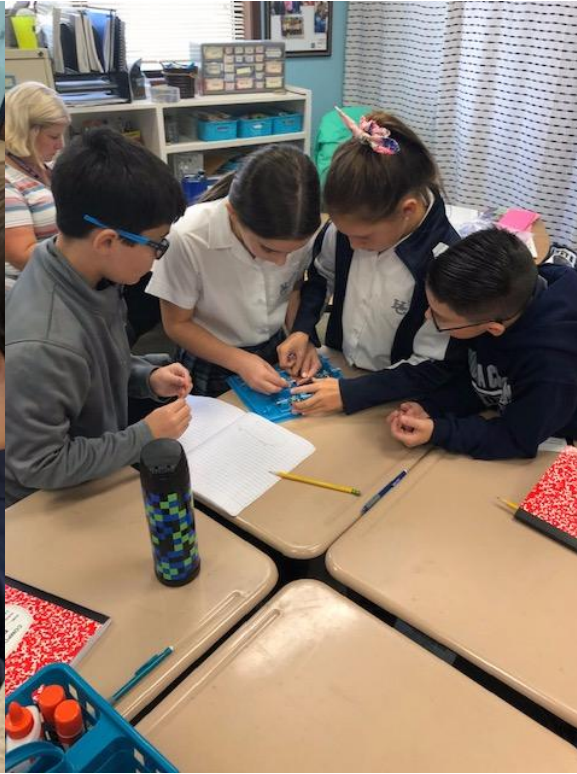


Ms. Mandy & Ms. Tiffany's 4th Grade Class







Monday May 4, 2020



Morning Devotion



CLICK FOR DEVOTION!

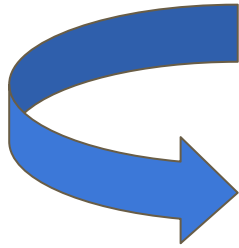


GRACIOUS TEMPEST



Click Above...

Some of you may want to access the soft relaxing music that Mrs. Tiffany plays during our independent work time. Here is the Youtube link to the songs I play. Enjoy!!



MATH



Lesson 12-2
Fractions and
Decimals on the
Number Line

Name _____

Solve & Share
What decimal names the location of each lettered point on the number lines? Tell how you decided. *Solve this problem any way you choose.*

I can ...
locate and describe fractions and decimals on number lines.

Correlated Standard: 4.NF.C.8
Mathematical Practices: MP1, MP2, MP4, MP6, MP7

You can use **structure**. The number of tick marks between numbers can help you name each decimal on the number lines.

See margin for sample student work.

1. Access the math website:

Click here  [Pearsonrealize.com](https://www.pearsonrealize.com)

Watch Lesson 12-2 videos on "How Can You Locate Points on a Number Line ?"



2. Then complete complete in your math book:

We will work guided practice together on page 635 #1-6 and then you will complete independently #7-18. Then complete page 636 #19, 20, 25 & 26.
(check your work on the next slide)

Guided Practice

Do You Understand?

1. Locate $\frac{45}{100}$ on the number line.

2. **MP.4 Model with Math** In the long-track speed skating competition, Elizabeth won first place, beating the competition by 0.8 second. Draw a number line to represent 0.8.

Do You Know How?

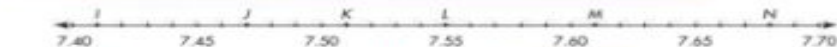
For 3–6, name the point on the number line.

3. E
5. F

Independent Practice

Independent Practice

For 7–12, name the point on the number line for each fraction or decimal.

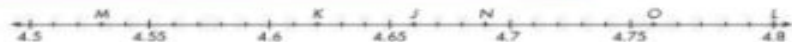


7. $7.\frac{47}{100}$ **J**
 8. 7.68 **N**
 9. $7.\frac{51}{100}$ **K**
 10. 7.61 **M**
 11. $7.\frac{55}{100}$ **L**
 12. 7.41 **J**

Remember, greater numbers are farther to the right on a number line.



For 13–18, name the decimal for each point on the number line.



13. J **4.66**
 14. K **4.62**
 15. L **4.8**
 16. M **4.53**
 17. N **4.69**
 18. O **4.76**

*For another example, see Set B on page 663.

Math Practices

19. **MP.2 Reasoning** Write the five missing decimals on the number line.



20. **MP.2 Reasoning** Write the five missing fractions on the number line.



21. Monica watches two movie trilogies. The first movie trilogy was 9 hours and 17 minutes long. The second movie trilogy was 6 hours and 48 minutes long. How much longer was the first movie trilogy?

2 hours and 29 minutes

22. **MP.1 Make Sense and Persevere** Neil is learning about unusual units of volume. There are 2 pecks in 1 kenning. There are 2 kennings in 1 bushel. There are 2 bushels in 1 strike. There are 4 strikes in 1 quarter. There are 4 quarters in 1 chaldron. Write a number sentence to show how many pecks are in a chaldron.
 $2 \times 2 \times 2 \times 4 \times 4 = 128$ pecks in a chaldron

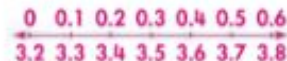
23. **MP.6 Be Precise** Draw a number line and plot a point at each number shown.

$2\frac{71}{100}$ $2\frac{6}{10}$ $2\frac{82}{100}$

Check students' number lines.

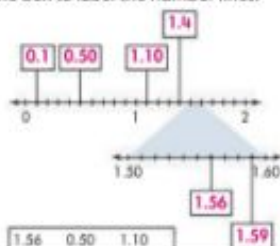
24. **Higher Order Thinking** Use a number line to name two numbers that are the same distance apart as 3.2 and 3.8.

Sample answer: 0 and 0.6

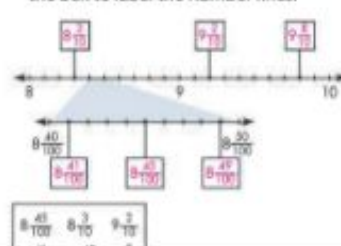


Common Core Assessment

25. Jimmy drew the number lines below showing tenths and hundredths. What decimals do the points on the number lines show? Choose the decimals from the box to label the number lines.



26. Harry drew the number lines below showing tenths and hundredths. What fractions do the points on the number lines show? Choose the fractions from the box to label the number lines.



HOMWORK FOR EXTRA PRACTICE

Name _____

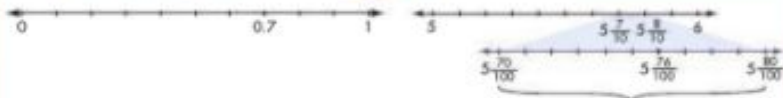
Another Look!

You can use a number line to locate decimals and fractions.



Homework & Practice 12-2

Fractions and Decimals on the Number Line



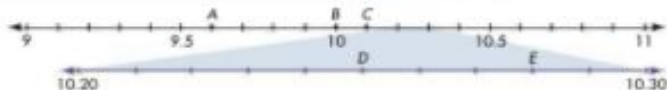
There are 10 sections between each whole number. That means each section is one tenth, or 0.1. You can count the sections to determine the decimal for the point on the number line.

7 sections means the point is at 0.7.

There are ten sections between each tenth. That means each section is one hundredth, or $\frac{1}{100}$. You can count the sections to determine the fraction for the point on the number line.

6 sections means the point is at $5\frac{76}{100}$.

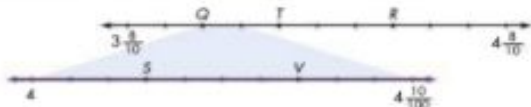
For 1–5, name the point on the number line for each decimal.



1. 10.1 **C** 2. 10.28 **E** 3. 10.25 **D** 4. 9.6 **A** 5. 10.0 **B**

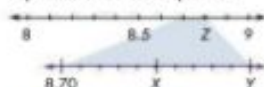
For 6–10, name the fraction for each point on the number line.

Sample answers given.



6. Q **4** 7. R **$4\frac{5}{10}$** 8. S **$4\frac{3}{100}$** 9. T **$4\frac{2}{10}$** 10. V **$4\frac{7}{100}$**

11. Which two points on the number line represent the same point?



Points Y and Z are the same because $8.8 = 8.80$

12. **MP.4 Model with Math** Ben says $7\frac{9}{100}$ must be less than $7\frac{2}{10}$ because 9 hundredths is less than 2 tenths. Do you agree? Draw a number line to show how you know.



Yes; Check students' number lines. Sample answer: On a number line, 7.09 is between 7.0 and 7.1, and 7.2 is greater than 7.1, so 7.2 is greater than 7.09.

13. **Higher Order Thinking** According to the Greek mathematician Zeno, if each bounce of a ball is half the height of the bounce before it, the ball will never stop bouncing. Write the fractions in hundredths that should be written at points B and C.

Point B: $\frac{50}{100}$; Point C: $\frac{25}{100}$



Common Core Assessment

14. The girls have to each write a 10-page paper.

Joanna has written 7 pages.
Amber has written 3 pages.
Esme has written 6 pages.
Lisa has written 9 pages.

Choose names to match the girl with the decimal that represents how much of the paper she written.



The scale on a bar graph is a vertical number line.



History

Lesson 73 Focus

Americans enjoyed more
leisure activities.

read pages 213-216

Leisure in the Twenties The Radio

Another change in American life was the invention of the radio. Although it was invented before World War I, it did not come into common use until after the Twenties. Over the decade, millions of Americans bought radio sets. Soon most major cities had their own radio stations.

Americans used the radio as a source of information and entertainment. News programs told what was happening in the world. Preachers' sermons were broadcast every week. Radio programs aired funny or scary stories. Some of them were written just for children. Others were for their parents. Some programs broadcast performances of famous pieces of classical music or plays. In the evening families gathered around their radios to listen to the nightly programs.

The radio helped change American living. It allowed the people to hear news almost as soon as it happened. Americans no longer had to buy a newspaper to know the headlines from the news. Now they could turn on the radio. It also let them hear from people far away. Instead of traveling to hear a famous preacher or political speaker, people could listen to him on their radios. The radio provided a way for Americans to enjoy music, stories, and sports from their own homes.

Parents and children
enjoyed listening to
the radio together.



By the end of the 1920s, some people even had radios that could work in their cars. The radio was part of American life.

Other Entertainment in the Twenties

In their extra leisure time, Americans who had cars often enjoyed going on drives and sightseeing. Some families would plan an outing and pack a picnic lunch. Others stopped by roadside diners to eat. Some Americans took even longer road trips. Although there were no major highways, people could still drive from one state to another.

With added access to world news, some Americans followed celebrities. In the 1920s sports also gained popularity. Many cities had professional baseball teams. **Babe Ruth** was the most famous baseball star. His skill at hitting home runs helped the New York Yankees reach the World Series six times in the decade. They won three of these championships. Some Americans also followed the career of the famous boxer **Jack Dempsey**. Others cheered for the American swimmer **Gertrude Ederle**. In 1926 she became the first woman to swim across the English Channel. In 1927 everyone in America followed the story of **Charles Lindbergh**. He was the first person to fly solo across the Atlantic. He flew from New York to Paris.



George Herman Ruth



Jack Dempsey

Americans also enjoyed listening to music live and attending plays. Large cities often had orchestras that played classical music. Many cities and towns had stages for plays. If there were no professional actors, some people in a town would stage their own play. Sometimes travelling companies of actors would visit and put on plays. Composers like George Gershwin wrote music that combined traditional classical music and modern jazz.

Many Americans also enjoyed going to movie theaters during this time period. For most of the Twenties, only silent films were made. These movies had the actors' lines printed on the film. Theaters had organists or pianists play mood music during the movie. Whether it was a sad or happy scene, the music would match the emotion. At the end of the decade, "talkies" were introduced. These films had the actors' lines and music recorded. Now people could enjoy both the sight and sound of the film.



Gertrude Ederle



Charles Lindbergh



George Gershwin

During the 1920s several novelists wrote famous books. Francis Scott Fitzgerald's book *The Great Gatsby* helped Americans see some problems with the decade. People loved dancing and eating, but they realized they needed more to make life satisfying.

As the 1920s went on, Americans continued to enjoy more and more free time. Much of it was a result of new inventions. The popularity of the radio and movies also helped Americans to become more similar in their way of life. People from different cities all over America could see the same movies and hear many of the same programs. New technology helped unite America in its leisure activities. The Twenties was a wonderful time for many Americans.

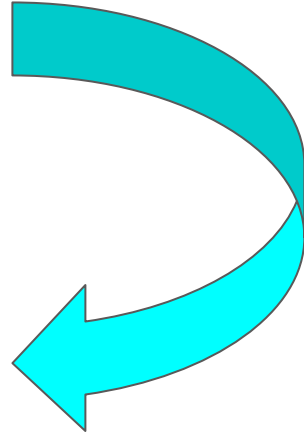


What were some things Americans did with their free time?

Not all the fun things from the 1920s were good. Preachers warned that some movies and other entertainment did not encourage goodness. Sometimes people chose to watch baseball rather than meet with their churches.

After reading your etextbook, click on the picture below to watch lesson 73 about what you just read.

Lesson 73



After you click on the picture you will need scroll down to lesson 73 video to watch.

At the end of this video there are assignments that are assigned. Only complete the assignments that I have on the slides.

READING

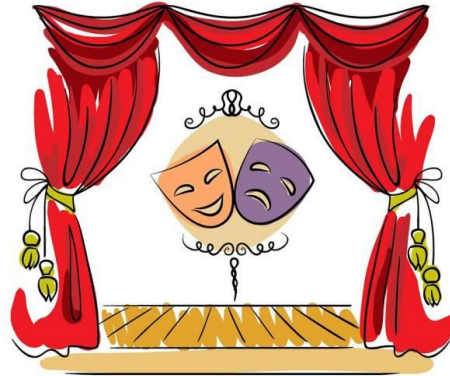
Read for Accelerated Reader! The Houma Christian account has been unlocked so you can

take tests at home!!

AR website!



Click Here!



Elements of a Drama continued...

Characters:

MRS. OLSEN (35 yrs.)

RUSSELL (6 yrs.)

WHITNEY (20 yrs.)

RACHEL (18 yrs.)

ACT 1, SCENE 1

1 *{When the curtains open, Mrs. Olsen is standing inside her living room wearing a business suit. The doorbell rings and she rushes to answer it. Whitney is standing there. She is wearing a sweater and long skirt.}*

2 **MRS. OLSEN:** Hello... you must be Whitney? Do come in and take a seat.

3 *{Whitney sits on the sofa, but Mrs. Olsen remains standing.}*

4 **WHITNEY:** Thank you.

5 **MRS. OLSEN:** So... you want to be a nanny this summer? I have a six-year-old and I'm willing to pay you quite well. I need you from 7 A.M. until 7 P.M. every day except Sunday, and I will pay you at the beginning of each week. Can you start tomorrow?

6 **WHITNEY:** *(shocked)* Um... sure. But don't you want to ask me any questions?

7 **MRS. OLSEN:** No, that is unnecessary. I already checked with your references.

8 **WHITNEY:** Okay. (*She pauses.*) May I meet your son?

9 **MRS. OLSEN:** Russell is at his taekwondo class right now. You will meet him tomorrow morning when you begin.

10 *{Mrs. Olsen walks to the door and opens it. Whitney follows, but stops in the doorway.}*

11 **WHITNEY:** I guess I'll see you tomorrow at 7 then.

12 **MRS. OLSEN:** Yes, that is correct.

13 *{Mrs. Olsen removes cash from her suit jacket. She unfolds the bills and counts them out. Whitney's jaw drops as Mrs. Olsen counts higher and higher.}*

14 **MRS. OLSEN:** One hundred, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred, nine hundred, one thousand. There's your first week's salary. Will that be sufficient? (*She hands the money to Whitney.*)

15 **WHITNEY:** (*stuttering*) Y-y-yes. That will be sufficient.

16 *{The curtain closes.}*

1. Which is the most likely reason the playwright includes the characters' ages?
- A. This information will help the director set up the stage.
 - ☒ B. This information will help the director choose actors to play each character.
 - C. This information will help the actors use the correct facial expressions.
2. In this first scene, the playwright uses a(n) _____ tone for the lines that are spoken by Mrs. Olsen.
- A. angry
 - B. confused
 - ☒ C. formal
 - D. relaxed

3. The stage directions in paragraphs 3, 10, and 13 indicate...

- A. that Whitney and Mrs. Olsen will soon become friends.
- ☒ B. an official relationship where Mrs. Olsen is the boss and Whitney is her employee.
- C. that Whitney cannot be trusted.
- D. that Mrs. Olsen is a lawyer.

4. In lines 14 and 15, "sufficient" means-

- ☒ A. an appropriate amount of something.
- B. too much.
- C. too little.
- D. to experience pain.

ACT 1, SCENE 2

17 *{The curtain opens, and Whitney and Rachel immediately enter the stage from the left. The left half of the stage is set like a park with a bench and a tree. As the girls are talking, they sit down on the bench.}*

18 **WHITNEY:** *(excited)* Can you believe it? I'm going to get paid \$1000 per week! That's more than double what I would have made working at the grocery store this summer!

19 **RACHEL:** *(skeptical)* Are you sure you haven't bitten off more than you can chew?

20 **WHITNEY:** What do you mean?

21 **RACHEL:** This woman hired you to work twelve hours a day for six days a week. That's 72 hours a week! Do you really want to work that many hours over the summer?

22 **WHITNEY:** I can handle it. Besides, I'll do fun things with Russell. We can go to the zoo and go to movies... and we can swim in their pool every single day!

23 **RACHEL:** Yes... but you're kind of missing the elephant in the room.

24 **WHITNEY:** *(confused)* Huh?

25 **RACHEL:** Don't you think it's a little strange that she never asked you any questions... or even had you meet her son? I mean, if it's such an easy job, why did the last nanny quit?

26 **WHITNEY:** I don't know.

27 **RACHEL:** If it looks like a duck, swims like a duck, and quacks like a duck, then it's probably a duck.

28 **WHITNEY:** *(groaning)* Why do you always have to speak in riddles? What does *that* mean?

29 **RACHEL:** I'm saying that all signs point to the fact that this kid is going to be a handful. I bet all of his other nannies have quit because he's so naughty, and the mom is willing to pay you so much because she knows you'll want to quit after the first day. In fact, I bet she didn't want you to meet him earlier because she was afraid that the kid would scare you off.

30 *{Whitney stands up and puts her hands on her hips.}*

31 **WHITNEY:** Oh, for goodness sake! You are so pessimistic. This kid is only six years old! How tough can it possibly be?

32 *{Whitney walks off stage and the curtain closes.}*

5. The playwright uses which kind of figurative language throughout this second scene?
- A. hyperboles
 - B. personification
 - C. similes
 - ☒ D. idioms
6. Which line indicates that Whitney is annoyed by Rachel's responses?
- A. How tough can it possibly be?
 - B. I can handle it.
 - ☒ C. Why do you always have to speak in riddles?
 - D. That's more than double what I would have made working at the grocery store this summer!

Whitney stands up and puts her hands on her hips.

7. These stage directions are important to help the audience understand that...

- A. Rachel's comments upset Whitney.**
- B. Whitney is wondering if she made a mistake.**
- C. Whitney is excited about making so much money.**
- D. Whitney is feeling jealous because she has to work more hours than Rachel does.**

ACT 1, SCENE 3

33 *{The curtain opens, and Whitney is chasing Russell around the park bench.}*

34 **RUSSELL:** *(in a taunting voice)* Ha-ha! You can't catch me!

35 **WHITNEY:** *(pleading)* Russell, please listen to me! It's time to go home!

36 **RUSSELL:** No! I'm having too much fun watching you try to catch me. But I'm faster than you, so you'll *never* catch me.

37 **WHITNEY:** Don't you want to go home and swim in your pool?

38 **RUSSELL:** Nope.

39 **WHITNEY:** That's it. I'm going to count to 5, and if you're not walking toward home by the time I get to 5, you're going to have a time out.

40 **RUSSELL:** I don't have to listen to you! You're not my mom!

41 *{Whitney stops chasing Russell. She sits down on the bench, breathing heavily.}*

42 **WHITNEY:** You're right, Russell. I'm not your mom. I bet you would rather be spending time with her, wouldn't you?

43 *{Russell stops running. He stares at Whitney. Then he looks down and nods his head.}*

44 **RUSSELL:** *(quietly)* How did you know that?

45 **WHITNEY:** I was six years old once. I know what it's like to be stuck with a babysitter when you'd rather be with your mom and dad.

46 *{Russell sits down on the bench.}*

47 **RUSSELL:** *(sadly)* I hardly ever get to see my mom. When she gets home at night, she makes me start getting ready for bed.

48 **WHITNEY:** That's too bad. *(She remains silent for a few moments.)* I have an idea. Instead of thinking of me as a person who's trying to replace your mom, why don't you consider me your summer partner? We can come up with fun things to do together each day!

49 **RUSSELL:** There are some big boxes in our garage. Will you help me turn them into a castle?

50 **WHITNEY:** (*enthusiastically*) Are you kidding me? I would love to! That sounds like so much fun!

51 {*Russell and Whitney stand up. Russell slides his hand into Whitney's and they walk off stage.*}

8. Which lines represent the climax of the play?

A. 35-36

B. 40-41

☒ C. 42-43

D. 50-51

9. Line 47 is important because it...

A. helps the audience understand how naughty Russell is.

B. proves that Rachel's theory in Scene 2 was correct.

C. proves that Russell got tired of running.

☒ D. helps the audience understand why Russell was acting in such a disrespectful manner.

Live Zoom Meeting Today
Monday May 4, 2020
1:00pm



with Mrs. Tiffany

ENGLISH

FICTIONAL NARRATIVES



I will put the link in our Bloomz account so it stays private.

ENGLISH

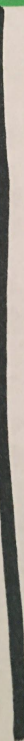


Today is your turn to develop your problem for your own Fictional Narrative from our Zoom lesson today. Complete this in your journal.

(see next slide for journal format)



Problem + Solution





PE
WITH
COACH
NATE

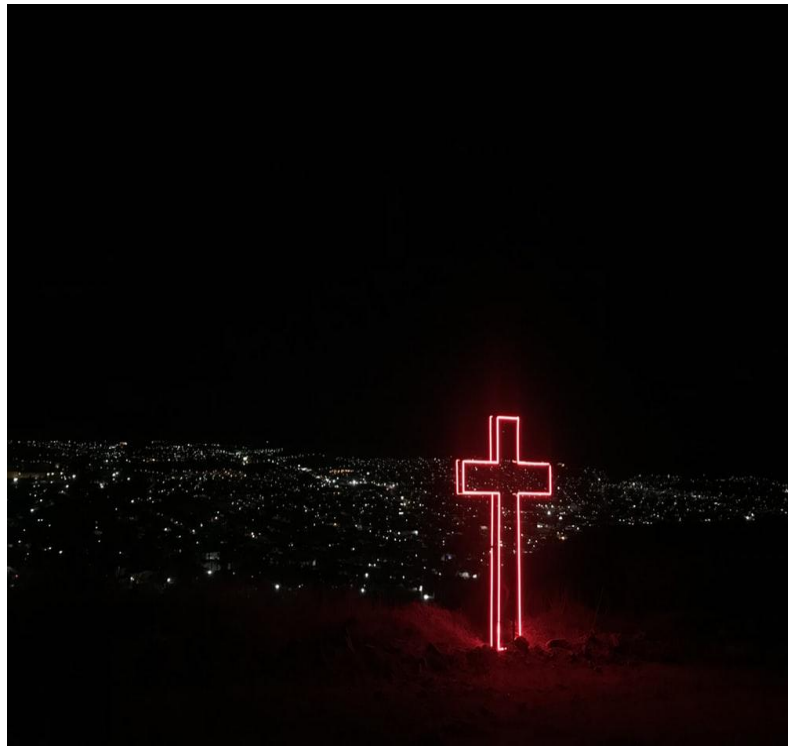
CLICK
HERE
TO GET
STARTED



Tuesday May 5, 2020



Morning Devotion



Click Here...



DO IT AGAIN



Click Above!

Zoom Meeting Today
Tuesday May 5, 2020
10:30am
Math & History
With Ms. Mandy

I will put the link in our Bloomz account so it stays private

Math

Time to Practice AM

Click on this link

[Accelerated Math](#)



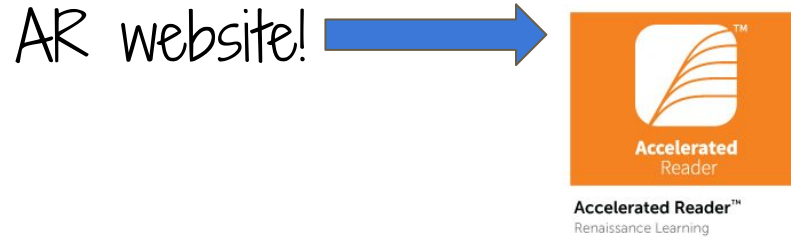
History

Watch the video →
and then describe in a
few sentences in your
journal who was
Charles Lindbergh and
why was he famous.



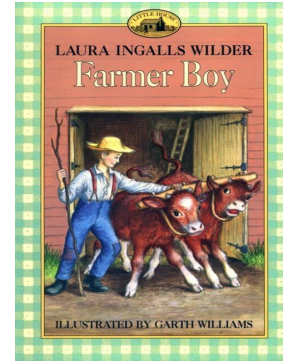
READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!



READING continued

Listen to the recording of our new novel
"Farmer Boy" by Laura Ingalls Wilder "Springtime"



[Click Here!](#)



Vocabulary:

- harrow**— a farm machine with sharp teeth used to break up and level plowed ground: it is also used as a verb to describe the process of preparing the soil for planting
- dinner-horn**— a simple wind instrument used to call field workers home for a meal
- Seed corn**— kernels of corn used for planting

In your journal:

Q: Read the quote below describing Almanzo as a soldier in a battle. What is the battle, and in what way is he like a soldier in this battle? (RACE)

“Almanzo was a little soldier in this great battle. From dawn to dark he worked, from dark to dawn he slept, then he was up again working.”

Live Zoom Meeting Today
Tuesday May 5, 2020
1:00pm

with Mrs. Tiffany

ENGLISH

FICTIONAL NARRATIVES

I will put the link in our Bloomz account so it stays private.

ENGLISH

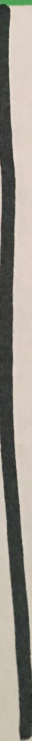


Today is your turn to develop your solution for your own Fictional Narrative from our Zoom lesson today. Complete this in your journal.

(see next slide for journal format)



Problem + Solution



how to draw



lemonade



Wednesday May 6, 2020



Morning Devotion



Click Here...



NOTHING ELSE



Click Here...

Zoom Meeting Today
Wednesday May 6, 2020
10:30am

Math Review (long division)
With Ms. Mandy

I will put the link in our Bloomz account so it stays private

MATH



Name _____

Solve & Share

A penny made in 1982 weighs about 0.11 ounce. A penny made in 2013 weighs about 0.09 ounce. Which penny weighs more? *Solve this problem any way you choose.*

Lesson 12-3
Compare Decimals

I can ...
compare decimals by reasoning about their size.

Corresponding Standards 4.NF.C.7, 4.MD.A.2
Mathematical Practices MP.2, MP.3, MP.5

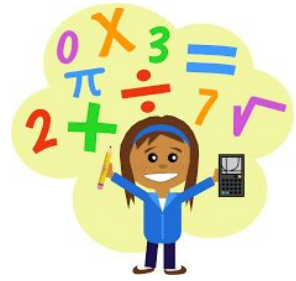
You can **construct arguments**. Thinking about what you know about place value can help justify your reasoning.

See margin for sample student work.

1. Access the math website:

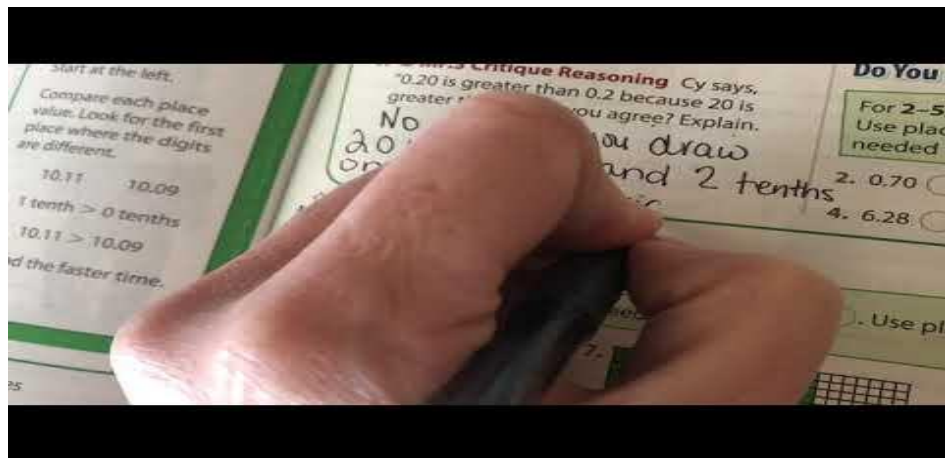
Click here → [Pearsonrealize.com](https://www.pearsonrealize.com)

Watch Lesson 12-3 videos on "How Do You Compare Decimals?"




2. Then complete in your math book:

We will work guided practice together on page 641 #1-5 and then you will complete independently #6-20. Then complete page 642 #21 & 22 (check your work on the next slide)




Independent Practice

Leveled Practice For 6–14, write $>$, $<$, or $=$ in each \bigcirc . Use place-value blocks, grids, or number lines to help as needed.

6.  $0.01 \bigcirc 0.1$

9. $0.1 \bigcirc 0.10$

12. $0.08 \bigcirc 0.7$

7.  $0.31 \bigcirc 0.29$

10. $\$2.98 \bigcirc \2.56

13. $3.40 \bigcirc 3.4$

8.  $0.44 \bigcirc 0.22$

11. $7.01 \bigcirc 7.1$

14. $\$21.50 \bigcirc \20.99

For 15–20, write a decimal to make the comparison true.

15. $0.19 < 0.23$

16. $8.60 = 8.6$

17. $4.47 > 4.42$

18. $13.2 > 12.3$

19. $5.2 < 5.21$

20. $6.21 = 6.21$

*For another example, see Set C on page 665.

Topic 12 | Lesson 12-3

641

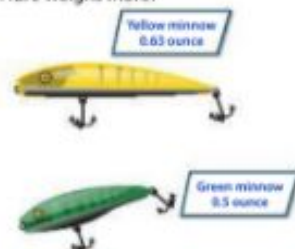
Math Practices and Problem Solving

21. **MP.5 Use Appropriate Tools** Maria timed how long it took her Venus Fly Trap to close. The first time it took 0.43 seconds to close. The second time it took 0.6 seconds to close. Which was the faster time? Draw place-value blocks to show your comparison.



The first time was faster; $0.43 < 0.6$

22. Fishing lures have different weights. Which lure weighs more?



Yellow minnow

23. **Number Sense** Ellen wants to give about 125 toys to each of 7 charities. In one week, she collects 387 toys. The next week, she collects 515 toys. Has Ellen reached her goal? Explain.

Yes; Sample answer: 387 is about 390 and 515 is about 520. $390 + 520 = 910$. $910 \div 7 = 130$ toys. 125 is about 130.

24. **Higher Order Thinking** Tori has two different-sized water bottles. In the larger bottle, she has 0.81 liter of water. In the smaller bottle, she has 1.1 liters of water. Can you tell whether one bottle has more water? Explain.

Yes; Sample answer: Even though the bottles are different sizes, you are comparing the number of liters. The smaller bottle has more water in it.

Common Core Assessment

25. Stanley found the weights of two minerals, quartz and garnet. The quartz weighed 3.76 ounces and the garnet weighed 3.68 ounces.

Explain how Stanley can use a model to find which mineral weighed more.

Sample answer: Stanley can use a number line to compare the two weights. He can draw a number line that shows hundredths between 3.60 and 3.80, then plot points for each weight. 3.76 is farther to the right on the number line, so the quartz weighed more.

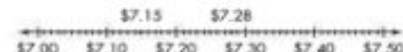
Explain how Stanley can use place value to find which mineral weighed less.

Sample answer: Stanley can compare each digit of the decimals starting from the left. The ones place of each weight is 3, so Stanley should compare the tenths places. The weight for quartz has a 7 in the tenths place, and the weight for garnet has a 6. $6 < 7$, so the garnet weighed less.

Homework page for extra practice

Another Look!

Patrick collected change for charity. On Friday, he collected \$7.28. On Saturday, he collected \$7.15. On which day did Patrick collect more money? Use a number line to compare the amounts.



Because \$7.28 is farther to the right on the number line, it is the greater number.

So, $\$7.28 > \7.15 .

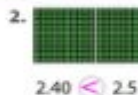
Patrick collected more money on Friday.

Homework & Practice 12-3 Compare Decimals

There are different ways to compare decimals.



For 1–11, write $>$, $<$, or $=$ in each \square . Use place-value blocks, grids, or number lines to help as needed.



3. $0.6 \square 0.55$

4. $0.2 \square 0.20$

5. $0.68 \square 0.59$

6. $\$10.45 \square \10.54

7. $0.99 \square 1.0$

8. $0.05 \square 0.04$

9. $4.1 \square 4.10$

10. $6.44 \square 6.4$

11. $\$0.93 \square \0.39

For 12–20, write a decimal to make the comparison true.

Sample answers given.

12. $2.45 > 1.45$

13. $7.8 = 7.80$

14. $4.47 > 4.42$

15. $29.20 > 29.1$

16. $8.99 < 9$

17. $13.41 = 13.41$

18. $22.18 < 23.18$

19. $4.0 > 3.48$

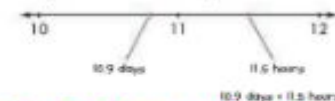
20. $9.4 > 9.2$

less than what a nickel weighs because 0.2 has fewer digits than 0.18. How can Patrick show Maria that 0.2 is greater than 0.18?



Sample answer: Compare the place values. In the tenths place, $2 > 1$, so 0.2 is greater than 0.18.

draw the number line below and wrote the comparison shown. Is her comparison correct? Explain?



No; Sample answer: Kimmy cannot compare the decimals on the same number line because hours and days are not the same wholes.

23. **Vocabulary** Use a vocabulary term to make the sentence true.

In 37.2, the ones place and the tenths place are separated by a **decimal point**.

24. **Higher Order Thinking** Tamar is thinking of a number in the hundredths. Her number is greater than 0.8 and less than 0.9. The greatest digit in the number is in the hundredths place. What number is Tamar thinking of? Explain.

0.89; Sample answer: 8 has to be the digit in the tenths place. The only digit greater than 8 is 9. So 9 must be in the hundredths place.

Common Core Assessment

25. Andy mailed two packages. The first package weighed 2.48 pounds, and the second weighed 2.6 pounds. Andy said, "The first package will cost more to send because it weighs more."

Part A

What mistake could Andy have made? What can he do to correct it?

Sample answer: Andy might have thought 2.48 was greater than 2.6 because $48 > 6$. Andy can rewrite 2.6 as 2.60 and compare the decimals. 60 hundredths is greater than 48 hundredths, so the weight of the second package is greater.

Part B

Andy mailed a third package weighing 2.5 pounds. Did the third package weigh more or less than the first package? Describe how you would use place-value blocks to compare the weights.

More; Sample answer: For 2.5 pounds, I would use 2 wholes and 5 tenths rods. For 2.48 pounds, I would use 2 wholes, 4 tenths rods, and 8 hundredths cubes. Because 2.5 has more tenths rods than 2.48, it shows that $2.5 > 2.48$.

History

Lesson 74 Focus

America's cities
became centers of
crime and violence
in the Twenties.

read pages 217-221

Changes in the Cities

America changed a lot in the Twenties. One of the biggest changes was that cities continued to grow. In 1920, for the first time, more Americans lived in urban than in rural areas. The growth of urban populations had both good and bad consequences.

The Great Migration

Southern black families moving north helped speed the growth of cities. From Reconstruction on, life was difficult for many Southern blacks. Few jobs were available to them. Most worked as sharecroppers. Some could scarcely afford to feed their families. Racism also made the South unwelcome for many black Americans. Because of all these problems, thousands of blacks moved north.

The black Americans' move into Northern cities took place over many years. Many moved during World War I when there was a large shortage of workers. After the war they stayed in the North. Soon their families also moved. Sometimes only immediate family members came. Often brothers and sisters also moved.

As black Americans migrated from the South, they helped change the culture in Northern cities. The most famous result was in New York City. Many black people moved to an area called Harlem. Some worked to improve the lives of all black Americans. A number wrote novels and poems about the hardships. Others tried to influence politics. This movement is called the Harlem Renaissance.



Sojourner Truth housing project in Detroit, Michigan, in 1942

Most black Americans had much to adapt to when they moved to cities. They often worked in factory jobs. Some worked in car repair shops or in other service industries. These jobs were different from Southern jobs. In the South, most black Americans had been farmers. Still, most found life improved by moving north.

Unwelcome Immigrants

People from other countries also wanted to move to American cities. During the war, few people immigrated to the United States. When the war was over, many tried. People from Europe and East Asia especially wanted to come to America. Unlike Europe, the United States did not suffer physical damage in the war. To people around the world, the United States seemed to be a land of wealth.

James Weldon Johnson



What: author, educator, lawyer, diplomat

When: 1871–1938

Where: Harlem

James Weldon Johnson promoted the Harlem Renaissance through his writing and speaking. Originally from Florida, Johnson represented the United States government in Nicaragua and Venezuela. After that he worked to help improve the lives of black Americans. He also studied spiritual songs and taught at Fisk and New York Universities. Johnson also wrote a book of sermons in verse called *God's Trombones*.

Many recent immigrants from Southern and Eastern Europe and Asia did not quickly fit into American society. They often found English hard to learn. Many lived in big cities. Immigrants often lived in neighborhoods with other people from their home country. This helped them feel at home. Cities like New York and San Francisco had neighborhoods called "Little Italy" or "Chinatown."

Some Americans were concerned that these immigrants would never fit into American life.

Soon many people trying to immigrate to the United States learned that they were not welcome. In 1921 and 1924 Congress passed laws. They were designed to slow or stop immigration. These laws tried to get more immigrants from countries like England and Germany. They tried to stop much immigration from places like Italy or China. Congress did not want immigrants who could not adjust easily. It did not want immigrants who would do the same jobs as former soldiers. The immigrants who came from Southern and Eastern Europe and Asia felt unwelcome. They felt they should remain in their own neighborhoods in the cities. Despite this attitude, immigrants worked hard to become Americans.



Little Italy in New York

Crime in the City

Many Americans in the 1920s were concerned that cities were centers of crime and violence. Three events caused people to believe this.



Governor Calvin Coolidge inspecting the troops

Boston Police Strike

In 1919 the police union in Boston held a strike. Problems began the first night that there were no police officers on duty. Criminals looted and vandalized buildings throughout the city. Then the governor of Massachusetts sent in National Guard troops. Even they could not stop the violence right away. This event left some Americans distrustful of unions and cities.

Sacco and Vanzetti

The next year more news from Boston made the situation worse. Two men delivering money to

a business near Boston were shot. Soon, two Italian immigrants were arrested for the murders. Nicola Sacco and Bartolomeo Vanzetti were known to be **anarchists**. These people believe that there should be no government. They were eventually tried for the murders. They were found guilty and executed. Many Americans thought the two men were innocent. Some



Bartolomeo Vanzetti
and Nicola Sacco



Al Capone

people protested their trials and execution. Many Americans believed that immigrants and cities were unsafe.

Al Capone

Americans often associated cities with **organized crime**. This means many criminals worked together to break the law. In Chicago many criminals did work together. Their leader was named Al Capone. These criminals sold illegal alcohol, helped people gamble, and committed other crimes. During much of the Twenties, Capone represented crime in the cities. Finally, in the early 1930s, Al Capone was arrested.

Although the Twenties was a time of much prosperity, not everything was perfect. Americans had problems, especially in the cities.

Why did Americans not
like some immigrants?

After reading your etextbook, click on the picture below to watch lesson 74 about what you just read.

Lesson 74



After you click on the picture you will need scroll down to lesson 74 video to watch.

At the end of this video there are assignments that are assigned. Only complete the assignments that I have on the slides.

READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can

take tests at home!!
AR website!



Accelerated Reader™
Assistance Learning



Elements of a Drama continued...

Characters:

DAVID
MOM

AYDEN

UNCLE BILL

ACT 1, SCENE 1

1 {When the curtain opens, the audience sees a woman dusting furniture in a living room. The front door opens, and two teen boys enter the room with their adult uncle. The uncle is wearing camouflage clothing and a bright orange hunting vest. Mom stops dusting.}

2 MOM: You're home! How was the hunter safety course?

3 DAVID: It was fine.

4 AYDEN: Are you kidding? I almost died of boredom. I want to get out there and start hunting!

5 UNCLE BILL: I know the class is rather boring, but safety comes first when it comes to hunting. One innocent mistake can have deadly consequences.

6 AYDEN: *(sighing)* Yeah, I know. So when can we go hunting with you, Uncle Bill?

7 UNCLE BILL: I wish you boys would have been with me today! I saw so many deer! Both of you would have gotten one for sure!

8 {David bites his lip and wrings his hands.}

9 UNCLE BILL: How about next Saturday morning? I can pick you up at 6 AM.

10 AYDEN: Yes! I'll be ready to go at 5, just in case you want to leave earlier.

11 DAVID: I told my friend that I'd help him with something next Saturday. You guys can go ahead without me, though. Maybe I'll be able to join you next time.

12 UNCLE BILL: No problem, Buddy. I go hunting every weekend at this time of the year, so we'll be sure to find a time when *you* can go out, too.

13 DAVID: *(weakly)* Sounds good.

14 UNCLE BILL: Well, I better get going. I'll see you bright and early next Saturday, Ayden. Don't forget to wear your hunting gear.

15 AYDEN: I won't forget! In fact, I'm going to go lay everything out right now!

16 {Uncle Bill leaves through the front door and Ayden exits the room, as well. David and his mother remain on stage.}

17 **MOM:** Were you being completely truthful? Do you *really* have plans next Saturday?

18 **DAVID:** No... I made up that excuse because I don't want to go hunting.

19 *{Mom sits down on the sofa. She pats the open spot beside her.}*

20 **MOM:** Let's sit down and talk about this. Why don't you want to go hunting?

21 **DAVID:** *(sitting down and frowning)* The thought of killing an innocent animal makes me feel physically ill. I just don't think I can do it, Mom.

22 **MOM:** There's nothing wrong with that. But you need to tell your uncle how you're feeling.

23 **DAVID:** He's going to be so disappointed in me. He has been talking about taking Ayden and me hunting for *years*.

24 **MOM:** I think you need to give Bill a chance. You might be surprised. He comes across as being a big tough guy, but he has a soft spot, especially when it comes to you two boys.

25 *{The curtain closes.}*

17. What is the setting at the beginning of the play?

- A. a classroom
- B. the woods

- ☒ C. a living room
- D. a front porch

18. Which type of figurative language is used in line 4?

- A. simile
- B. metaphor

- ☒ C. hyperbole
- D. personification

19. Why is the stage direction in line 13 important?

- ☒ A. It will help the audience understand that David is experiencing an internal struggle.
- B. It will help the audience understand that David is not a strong person.
- C. It will help the audience understand that David enjoys hunting.

20. Mom's dialogue throughout this scene suggests that she is...

- A. judgmental.
- ☒ B. compassionate.
- C. impatient.
- D. disappointed in David.

21. Which line from the play suggests that one person should not make assumptions about another person's feelings?

- A. Line 18
- B. Line 21
- C. Line 22
- ☒ D. Line 24

22. Which literary device is used in line 24?

- ☒ A. idiom
- B. onomatopoeia
- C. personification
- D. hyperbole

ACT 1, SCENE 2

26 *{The curtain opens, and David is sitting on the sofa playing a video game. Ayden bursts through the front door, grinning from ear to ear. Uncle Bill follows. They are both wearing hunting gear. David sets down his video game.}*

27 **AYDEN:** *(excited)* I did it, David! I got a deer! It was so exhilarating!

28 **DAVID:** Congratulations!

29 **UNCLE BILL:** Yep, Ayden is an old pro now. He'll be able to show you the ropes when you join us next Saturday morning.

30 **DAVID:** Yeah... about that... I don't think hunting is for me, Uncle Bill. The thought of it really stresses me out. I hope you aren't too disappointed in me.

31 **UNCLE BILL:** Are you kidding me? How could I be disappointed in you? I know that hunting isn't for everyone.

32 *{David breathes a sigh of relief.}*

33 **UNCLE BILL:** But I still *do* have one request for you.

34 **DAVID:** *(worried)* What's that?

35 **UNCLE BILL:** You and I have to figure out something else we like to do together.

36 **DAVID:** *(smiling)* You mean like eating ice cream?

37 **UNCLE BILL:** *(laughing)* No, I was thinking more along the lines of an *activity* that we can do together.

38 **DAVID:** *(thinking)* Well, I like playing the guitar and singing, and Mom says you used to play the drums. Maybe we can jam out together.

39 **UNCLE BILL:** I haven't played for years, but I think my old drum set is still in Grandma's attic. I'd be willing to dust it off and give it another try!

40 **DAVID:** Awesome! Thanks for being so understanding, Bill. You're the best uncle in the world!

41 **AYDEN:** I agree!

42 *{David and Ayden give their uncle a hug. The curtain closes.}*

23. DAVID: (*smiling*) You mean like eating ice cream?

UNCLE BILL: (*laughing*) No, I was thinking more along the lines of an *activity* that we can do together.

Based on these two lines, the audience can conclude that...

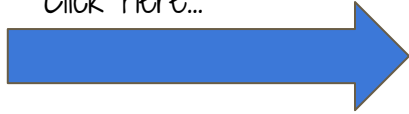
- A. Uncle Bill does not appreciate David's joke.
- B. David doesn't usually joke around.
- ☒ C. Both David and Uncle Bill have a sense of humor.
- D. Uncle Bill does not like ice cream.

24. Uncle Bill's lines throughout Scene 2 indicate...

- A. Bill was not as understanding as Mom thought he'd be.
- ☒ B. Bill cares about his nephew more than he cares about hunting.
- C. Bill is an extremely talented drummer.
- D. Bill is really confused by David's decision.

Library Read Aloud

Click Here...



Thursday May 7, 2020



Morning Devotion



Click Here...



I SURRENDER



Click Here...

Zoom Meeting Today
Thursday May 7, 2020
10:30am
Math & History
With Ms. Mandy

I will put the link in our Bloomz account so it stays private

MATH

Click on link to go to Freckle.com



Then you will enter your class code:

4A code: rhode6

4B code: 93kypu

A screenshot of the Freckle login interface. At the top is the Freckle logo (a pink pig) and the text 'Freckle by Renaissance'. Below this is a speaker icon and the text 'Enter Class Code'. There is a text input field with the placeholder text 'Class Code'. At the bottom is a large red button with a white right-pointing arrow.

Complete the assignment Compare Decimals

History

After yesterday's history lesson write a letter home (write it in your journal) as if you are an immigrant from Southern or Eastern Europe or East Asia. Describe America in the 1920s and the difficulties of adjusting to American culture.



READING

Read for Accelerated Reader! The Houma Christian account has been unlocked so you can take tests at home!!

AR website! →



READING continued

Listen to the recording of our novel Farmer Boy
by Laura Ingalls Wilder "Tin-Peddler"

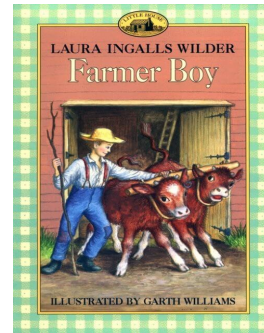
Vocabulary:

colander - a bowl-shaped kitchen utensil with holes for draining
off liquids

solder - to join metal objects using heated metal

In your journal:

Q: Think back to the types of wares the peddler brings. Does your family use any of these items? Are there items he sells that we don't use at all anymore? (RACE)



[Click Here!](#)



Live Zoom Meeting Today
Thursday May 7, 2020
1:00pm

with Mrs. Tiffany

ENGLISH

FICTIONAL NARRATIVES

I will put the link in our Bloomz account so it stays private.

ENGLISH



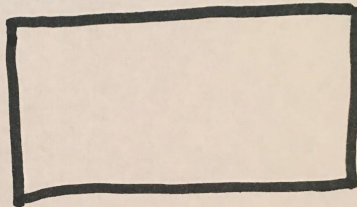
Today is your turn to develop your point of view for your own Fictional Narrative from our Zoom lesson today. Complete this in your journal.

(see next slide for journal format)

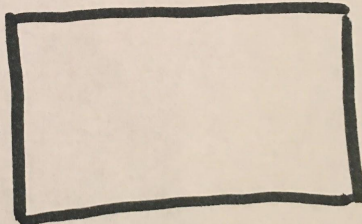


Point Of View

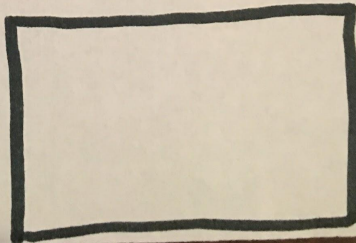
Main
Character →

A hand-drawn rectangular box with a black border, intended for writing the name of the main character.

Secondary
Character →

A hand-drawn rectangular box with a black border, intended for writing the name of the secondary character.

Narrator →

A hand-drawn rectangular box with a black border, intended for writing the name of the narrator.

Friday May 8, 2020



Morning Devotion

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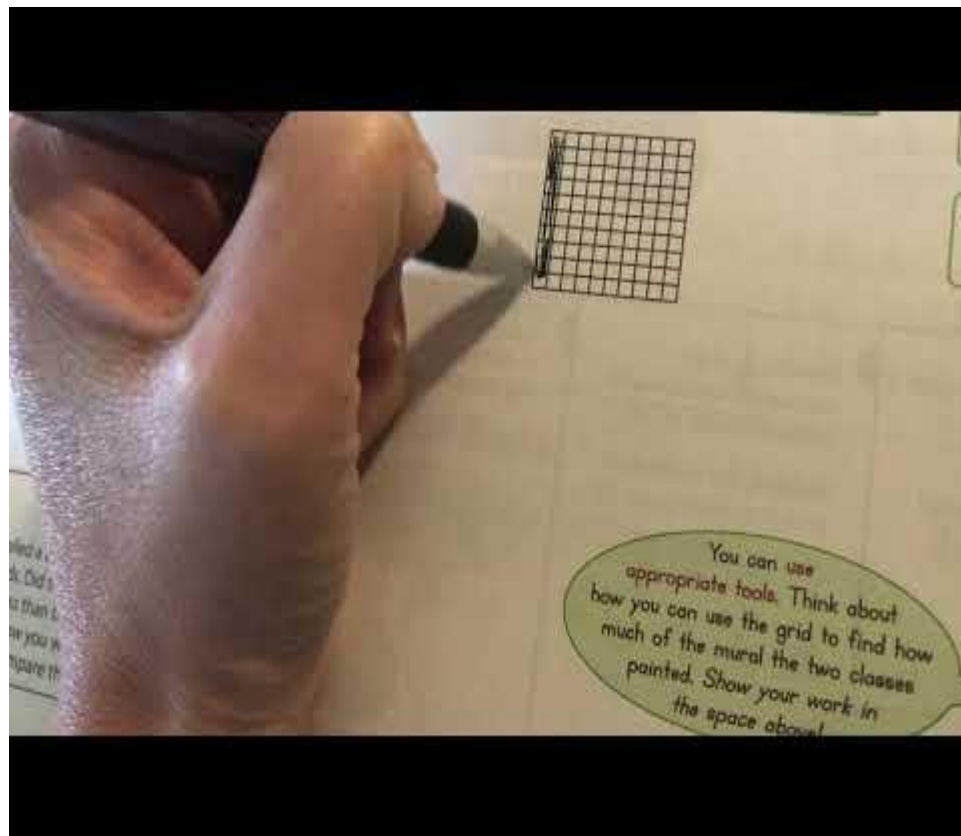


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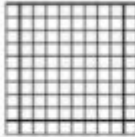
MATH



Name _____

Solve & Share

The mural is divided into 100 equal parts. Marilyn's class painted $\frac{3}{10}$ of the mural, and Cal's class painted $\frac{2}{100}$ of the mural. How much of the mural have the two classes painted? *Solve this problem any way you choose.*




Lesson 12-4
Add Fractions with Denominators of 10 and 100

I can ...
use equivalence to add fractions with denominators of 10 and 100.

Content Standard 4.NF.C.5
Mathematical Practices MP1, MP2, MP3, MP4, MP5

You can use appropriate tools. Think about how you can use the grid to find how much of the mural the two classes painted. Show your work in the space above!

See margin for sample student work.



1. Access the math website:

Click here → [Pearsonrealize.com](https://www.pearsonrealize.com)

Watch Lesson 12-4 videos on "How Can You Add Fractions with Denominators of 10 and 100?"

2. Then complete in your math book:

We will work guided practice together on page 647 #1-8 and then you will complete independently #9-23. Then complete page 648 #24, 26, & 27 (check your work on the next slide).



2. **MP.4 Model with Math** Write a problem that represents the addition shown below, then solve.

$\frac{9}{10} \times \frac{10}{10} = \frac{90}{100} + \frac{10}{100} = \frac{100}{100}$

Independent Practice

Leveled Practice For 9–23, add the fractions.

9. $\frac{21}{100} + \frac{2}{10} = \frac{21}{100} + \frac{20}{100}$

10. $\frac{58}{100} = \frac{30}{100} + \frac{28}{100}$

Independent Practice

Leveled Practice For 9–23, add the fractions.

Sample answers given.

9. $\frac{21}{100} + \frac{2}{10} = \frac{21}{100} + \frac{20}{100} = \frac{41}{100}$
10. $\frac{3}{10} + \frac{68}{100} = \frac{30}{100} + \frac{68}{100} = \frac{98}{100}$
11. $\frac{4}{10} + \frac{60}{100} = \frac{40}{100} + \frac{60}{100} = \frac{100}{100} = 1$
12. $\frac{32}{100} + \frac{28}{100} + \frac{6}{10} = \frac{32}{100} + \frac{28}{100} + \frac{60}{100} = \frac{120}{100} = 1\frac{20}{100}$
13. $\frac{11}{10} + \frac{41}{100} = \frac{110}{100} + \frac{41}{100} = \frac{151}{100}$
14. $\frac{72}{100} + \frac{6}{10} = \frac{72}{100} + \frac{60}{100} = \frac{132}{100}$
15. $\frac{5}{10} + \frac{3}{10} + \frac{18}{100} = \frac{50}{100} + \frac{30}{100} + \frac{18}{100} = \frac{98}{100}$
16. $\frac{7}{100} + \frac{6}{10} = \frac{7}{100} + \frac{60}{100} = \frac{67}{100}$
17. $\frac{9}{10} + \frac{4}{100} = \frac{90}{100} + \frac{4}{100} = \frac{94}{100}$
18. $\frac{30}{100} + \frac{5}{10} = \frac{30}{100} + \frac{50}{100} = \frac{80}{100}$
19. $\frac{39}{100} + \frac{2}{10} = \frac{39}{100} + \frac{20}{100} = \frac{59}{100}$
20. $\frac{8}{10} + \frac{9}{100} = \frac{80}{100} + \frac{9}{100} = \frac{89}{100}$
21. $\frac{44}{100} + \frac{34}{100} + \frac{9}{100} = \frac{44}{100} + \frac{34}{100} + \frac{9}{100} = \frac{87}{100}$
22. $\frac{70}{100} + \frac{33}{100} = \frac{70}{100} + \frac{33}{100} = \frac{103}{100} = 1\frac{3}{100}$
23. $\frac{28}{100} + \frac{72}{100} + \frac{84}{100} = \frac{28}{100} + \frac{72}{100} + \frac{84}{100} = \frac{184}{100} = 1\frac{84}{100}$

Math Practices and Problem Solving

24. **Algebra** A mail carrier made a total of 100 deliveries in a day. $\frac{76}{100}$ of the deliveries were letters, $\frac{2}{100}$ were packages, and the rest were postcards. Write and solve an equation to find the fraction that represents how many of the deliveries were postcards.

Sample answer:

$$\frac{76}{100} + \frac{2}{100} + x = \frac{76}{100} + \frac{20}{100} = \frac{96}{100}$$

$$\frac{96}{100} + x = \frac{100}{100}; x = \frac{4}{100} \text{ of the deliveries were postcards.}$$

25. **MP.1 Make Sense and Persevere** Balloons are sold in bags of 30. There are 5 giant balloons in each bag. How many giant balloons will you get if you buy 120 balloons? Explain.

20 giant balloons; Sample answer: Since $30 + 30 + 30 + 30 = 120$, I need 4 bags to get 120 balloons. $4 \times 5 = 20$, so I will get 20 giant balloons.

There is a hidden question in this problem.



26. **Higher Order Thinking** Of the first 100 elements on the periodic table, $\frac{13}{100}$ were discovered in ancient times, and $\frac{21}{100}$ were discovered in the Middle Ages. Another $\frac{5}{100}$ were discovered in the 1800s. What fraction of the first 100 elements was discovered after the 1800s? Explain.

Sample answer: $\frac{13}{100} + \frac{21}{100} = \frac{34}{100}$

$$\frac{50}{100} + \frac{34}{100} = \frac{84}{100}; \text{ I know } \frac{84}{100} + \frac{16}{100} = \frac{100}{100}, \text{ so the missing part is } \frac{16}{100}.$$



Common Core Assessment

27. Delia knocked over 7 out of 10 pins in the first frame of bowling. The next 9 frames, she knocked over a total of 67 more pins of the 100 possible pins in the game. Delia wanted to find the fraction that represented the number of pins she knocked over in the game. Her work is shown below.

7	67
10	100

Is Delia's work correct? If not, explain her mistake.

Delia's work is incorrect; Sample answer: Delia knocked over 7 out of 10 pins in the first frame, but 7 pins is $\frac{7}{100}$ of the total pins in 10 frames, not $\frac{7}{10}$. Delia should have written the equation $\frac{7}{100} + \frac{67}{100} = \frac{74}{100}$

Homework page for extra practice

Name _____



Homework & Practice 12-4

Add Fractions with Denominators of 10 and 100

Another Look!

In the morning, Duncan sold $\frac{27}{100}$ of the items in his yard sale. In the afternoon, he sold another $\frac{6}{10}$ of the items.

What fraction of the items did Duncan sell?

Find $\frac{27}{100} + \frac{6}{10}$.

Rename one of the fractions using a common denominator.

$$\frac{6}{10} \times \frac{10}{10} = \frac{60}{100}$$

Use equivalent fractions to find how many of the items Duncan sold.



Add

$$\frac{27}{100} + \frac{60}{100} = \frac{87}{100}$$

Duncan sold $\frac{87}{100}$ of the items.

For 1–15, add the fractions.

Sample answers given.

1. $\frac{31}{100} + \frac{4}{10} = \frac{31}{100} + \frac{40}{100} = \frac{71}{100}$ 2. $\frac{17}{100} + \frac{9}{10} = \frac{17}{100} + \frac{90}{100} = 1\frac{7}{100}$ 3. $\frac{20}{100} + \frac{3}{10} = \frac{2}{10} + \frac{3}{10} = \frac{5}{10}$

4. $\frac{6}{10} + \frac{39}{100} = \frac{99}{100}$ 5. $\frac{7}{10} + \frac{22}{100} = \frac{92}{100}$ 6. $\frac{9}{100} + \frac{3}{10} + \frac{5}{10} = \frac{89}{100}$

7. $2\frac{4}{10} + \frac{33}{100} = 2\frac{73}{100}$ 8. $\frac{19}{100} + \frac{21}{100} + \frac{3}{10} = \frac{70}{100}$ 9. $\frac{9}{10} + \frac{30}{100} = 1\frac{20}{100}$

10. $\frac{1}{100} + \frac{25}{10} = 2\frac{51}{100}$ 11. $1\frac{3}{10} + 2\frac{8}{100} = 3\frac{38}{100}$ 12. $\frac{27}{100} + \frac{2}{10} = \frac{47}{100}$

13. $\frac{3}{10} + \frac{4}{10} + \frac{53}{100} = 1\frac{23}{100}$ 14. $\frac{64}{100} + \frac{33}{100} = \frac{97}{100}$ 15. $3\frac{3}{10} + \frac{42}{100} + \frac{33}{100} = 4\frac{5}{100}$

16. **MP.4 Model with Math** Cecily purchases a box of 100 paper clips. She puts $\frac{37}{100}$ of the paper clips in a jar on her desk and puts another $\frac{5}{10}$ in her drawer at home. Shade a grid that shows how many of the paper clips are in Cecily's jar and drawer, then write the fraction the grid represents.



$\frac{97}{100}$

17. Robyn sells 100 tickets to the fourth-grade play. The table shows how many of each ticket she sold. What fraction of the tickets were adult and student tickets?

Ticket	Number
Adult	$\frac{28}{100}$
Child	$\frac{22}{100}$
Student	$\frac{4}{10}$

Sample answer: $\frac{78}{100}$

18. **Math and Science** Balls colliding on a pool table are an example of how energy changes when objects collide. When two balls collide, the first ball loses speed and the second ball moves. What is the combined distance the two balls traveled?



19. **Higher Order Thinking** Alecia walked $\frac{3}{10}$ of a mile from school, stopped at the grocery store on the way, then walked another $\frac{4}{10}$ of a mile home. Georgia walked $\frac{67}{100}$ of a mile from school to her home. Which of the girls lives farther from school? Explain.

Alecia; Sample answer: Alecia walked $\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$ mile.

$\frac{70}{100} > \frac{67}{100}$, so Alecia walked farther from school to her home than Georgia.

Common Core Assessment

20. Regina kept a reading log of how much of her 100-page book she read each day. She read $\frac{33}{100}$ of the book on Monday, $\frac{4}{10}$ of the book on Tuesday, and another 35 pages on Wednesday. Did Regina fill out her reading log correctly? Explain.



Use what you know about fraction meanings to find the

No; Sample answer: $\frac{33}{100}$ means she read 33 pages on Monday, and $\frac{4}{10} = \frac{40}{100}$, which means she read 40 pages on Tuesday. $33 + 40 = 73$ pages. $100 - 73 = 27$ pages left in the book, so Regina could not have read another 35 pages on Wednesday.

History

Lesson 75 Focus

The reforms and religious movements of the Progressive Era lived on into the Twenties.

read pages 222-225

Reform and Science

Much in the Twenties seemed new and different. But some older ideas influenced the decade. Before World War I, people had different plans to improve America. Progressives wanted political reform. Prohibitionists wanted to stop people from drinking alcohol. Many Americans believed that people needed to be better Christians. All of these plans for improving America lived on into the Twenties.

Political Reform *Prohibition*

In 1919 the Eighteenth Amendment became law. This amendment made making, transporting, or selling any alcoholic beverage illegal. Drinks like beer or wine are alcoholic. This law is sometimes called **Prohibition**. To prohibit is to forbid something. Since the 1800s many Americans wanted Prohibition. They knew that drinking alcohol could lead to drunkenness. Drunkenness often led to injuries or crime. Many Americans hoped that stopping people from drinking would solve the problem of drunkenness and lessen crime in cities.



Government leader pouring out beer in support of Prohibition

Some Americans did not obey the law. They bought alcoholic drinks illegally. Criminals, such as Al Capone, sold the drinks. Selling illegal alcohol earned criminals much money. The Eighteenth Amendment did not work perfectly. Even so, Prohibition did prevent much suffering from drunkenness.



Women's Suffrage

In 1920 different states had different rules for women voters. Most states in the West allowed women to vote whenever men could. In the Midwest women could usually vote for the president. Some states in the East and South never allowed women to vote.

The Nineteenth Amendment passed soon after the war. It promised all women the right to vote. No one could be stopped from voting for being a woman. This change became law in 1920.

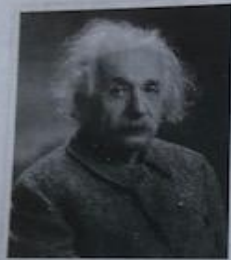
Some Americans had wanted women's suffrage since the 1800s. *Suffrage* means "the right to vote." Some people believed that women would be more honest than men were. These people hoped that women would elect better candidates than men did. Other Americans just thought that all citizens should have the right to vote.

Women's suffrage was not like Prohibition. It did not make a sudden change in American life. Women often voted for the same candidates as men did. For the rest of the Twenties, no more changes were made to the Constitution.

Women protesting
in front of the White
House to support
women's suffrage

Changes in Science

While people cared less and less about political reforms, more and more people thought that science would improve life. New ideas helped spread this hope.



Albert Einstein

Einstein

In 1921 Albert Einstein won the Nobel Prize in Physics. This award is given to a person who proves a new idea about how the universe works. Einstein's idea helped scientists understand how light works. He worked on other scientific problems too. Einstein's work gave Americans hope. They began to think that scientists would one day understand how the universe works. They hoped that science could solve most of life's problems. When Einstein visited America many people attended his lectures. Eventually, Einstein moved to the United States.

Medicine

During the 1920s scientists also made discoveries that directly improved peoples' health. In 1922, insulin was discovered by two doctors in Canada. **Insulin** could treat diabetes. Until this discovery most people with diabetes did not live long. Insulin allowed diabetics to have fairly normal lives. In 1923 French and English scientists came up with a new immunization that could prevent **diphtheria**. Diphtheria was a throat infection that killed many people every year. After being immunized, people would be safe from the disease. In 1928 a Scottish doctor discovered **penicillin**, which came from a mold called penicillium. This discovery was perhaps the most important advance in medicine of the decade. The doctor realized



Pharmaceutical bottle from the 1920s for pills

that the penicillium mold stopped bacteria from growing. This discovery was not useful for another decade. But modern antibiotics can be traced back to this drug.

Frozen Food

Freezing food well was another important discovery. People already froze food to ship it. But when it was cooked, thawed food usually had little flavor. Sometimes it was dry or mushy. In the 1920s a man named Clarence Birdseye figured out how to solve this problem.

For a while Birdseye lived in the Arctic. There he ate fish that had been frozen. It tasted as good as fresh fish. Birdseye realized that freezing food quickly left better flavor and texture. Slowly frozen food can taste bland.

Birdseye moved to Massachusetts and opened a company selling frozen fish. He did not give up when his business failed. Instead, Birdseye opened another. This time he was successful. Soon Americans were able to buy frozen foods that tasted good. Even in the winter people ate summer vegetables that tasted fresh. People far from the ocean could eat fresh-tasting fish. Birdseye's discovery and hard work helped Americans to have more and better food options.

Over the Twenties, science helped improve life for all Americans. Some began to think that science would continue to solve problems. They hoped that science could answer all questions about the world.



Clarence Birdseye

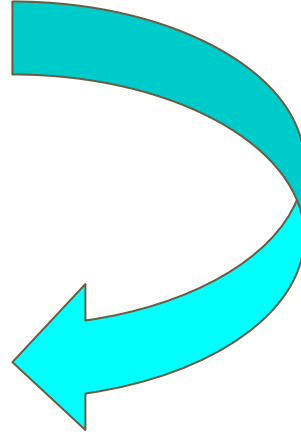


Magazine ad for Birds Eye frozen foods

What were some old reforms that came back in the Twenties?

After reading your etextbook, click on the picture below to watch lesson 75 about what you just read.

Lesson 75



After you click on the picture you will need scroll down to lesson 75 video to watch.

At the end of this video there are assignments that are assigned. Only complete the assignments that I have on the slides.

READING

Log on to [Readworks.org](https://www.readworks.org) to complete the comprehension quiz/assessment.

Use the RACE method (restate, answer, cite text evidence, explain)
to answer your constructed response questions.

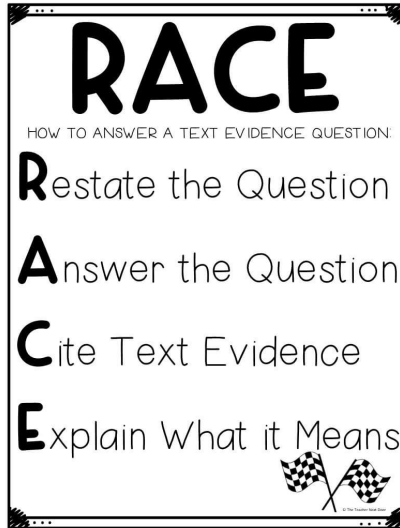
4B:

Class Code: EFQ4QG

Password: 1234



Click on the RACE poster!



4A:

Class Code: RR3FNR

Password: 1234

Begin writing your rough drafts of your fictional narratives using the lessons we have had on zoom. You can rewatch the lessons posted on my website if you need reminders. Be sure to think about the mentor writings that I have been reading to you as examples.



