

Ms. Mandy & Ms. Tiffany's 4th Graders @ the red, white, & blue PEP RALLY





4th GRADE ROCKS!

Monday April 27, 2020

Morning Devotion



CLICK FOR DEVOTION!

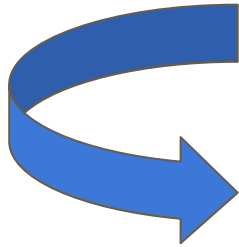


GLORIOUS DAY!



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

1. Complete Vocabulary review on Page 616 and check your work
2. Then complete Reteach pages 617 + 618 (only complete sets A-C).

TOPIC
11

Vocabulary Review

Understand Vocabulary

Write T for true and F for false.

1. T A bar diagram is a tool used to help understand and solve word problems.
2. T A data set is a collection of pieces of information.
3. T A way to display data that shows how many times a response occurs in a set of data is called a frequency table.
4. T A line plot shows data along a line.
5. F Collecting information by asking each person a different question is called a survey.

Write *always*, *sometimes*, or *never*.

6. An outlier always sits outside of the rest of the data set on a line plot.
7. The scale on a line plot is sometimes numbered using fractions.
8. A number line is never numbered out of order.

Use Vocabulary in Writing

9. Use at least 3 terms from the Word List to describe another way Patrick can display his data.

Sample answer:

Patrick can display the *data set* shown in the *frequency table* in a *line plot*. He can draw a *number line* and use a *scale*. He can look for any *outliers* in the line plot.

AZ
Glossary

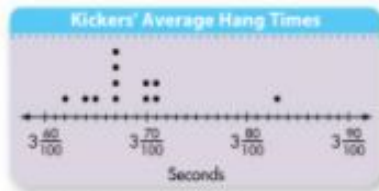
Word List

- bar diagram
- data set
- frequency table
- line plot
- number line
- outlier
- scale
- survey

Patrick's Walking Log for 2 Weeks

Distance (miles)	Days
1	3
2	2
3	4
4	5

The line plot shows the average hang times of kickers in a football league.



Each dot above the line plot represents one value in the data set.

Set B pages 597–602

Lilly measured the lengths of the ribbons in her craft kit.

Lengths of Lilly's Ribbons

Ribbon Colors	Length
Red	$5\frac{1}{2}$ in.
Blue	4 in.
White	$5\frac{1}{2}$ in.
Yellow	$4\frac{1}{2}$ in.
Pink	$4\frac{3}{4}$ in.



The number line shows the lengths from least to greatest. The labels show what the data represent.

Remember an outlier is a number that is very different from the rest of the numbers in a data set.

- How many hang times are shown on the line plot?

12

- What hang time appears most often on the line plot?

$3\frac{67}{100}$ seconds

- Is there an outlier in the set?

$3\frac{83}{100}$ seconds

Remember to choose a reasonable scale for your number line.

A zoo in Australia studied platypuses. Their weights are recorded below.

Platypus Weights (kg)

$1\frac{3}{4}$	2	$2\frac{1}{8}$	$2\frac{1}{2}$	$1\frac{3}{4}$
$2\frac{3}{4}$	2	2	2	$1\frac{3}{4}$
$1\frac{7}{8}$	$1\frac{5}{8}$	$2\frac{1}{4}$	$1\frac{7}{8}$	$2\frac{1}{2}$

- Draw a line plot for the data set.

Check students' work.

Reteaching

Topic 11 reteach page answers

(we will go over this tomorrow during our Zoom lesson tomorrow)

Set C pages 603–608

Carly and Freddie pick up trash. The line plots show how much they picked up each day for 14 days. What is the difference between the greatest and least amounts Carly picked up?



The greatest amount of trash Carly picked up was 3 pounds. The least amount was $\frac{1}{2}$ pound.

Subtract. $3 - \frac{1}{2} = 2\frac{1}{2}$ pounds

Remember to use equivalent fractions when necessary to help solve problems on line plots.

For 1–3, use the line plots at the left.

- Explain how to find the total weight of the trash Freddie picked up.

Add the value of each of the dots.

- Write and solve an equation to find the difference between the greatest amount Freddie collected and the least amount Carly collected.

$2\frac{1}{2} - \frac{1}{2} = t$; $t = 2$ pounds

- What is the sum of Carly's most frequent weight and Freddie's most frequent weight? Explain.

4 pounds; Sample answer: Carly's most frequent weight is $2\frac{1}{2}$ pounds and Freddie's most frequent weight is $1\frac{1}{2}$ pounds. $2\frac{1}{2} + 1\frac{1}{2} = 4$

History

Lesson 68

Focus

A Peace treaty
was debated in an
attempt to provide
a way to settle
arguments without
war.

read pages 203-205

Making Peace President Wilson's Goals

It seemed as though the world had gone crazy with happiness. In the Allied nations people filled the streets, singing, shouting, and dancing. Cheers rose from the crowds. People laughed and wept at the same time. Church bells rang, and many gave thanks to God. The long, terrible war was finally over.

But peace could not be made in one day. The making of the peace treaty was a long process that took several months.

President Wilson went to France to meet with the other Allied leaders. He had certain goals for the meetings. He had made a list of fourteen points he wanted to see put in place. The most important point was his plan for a League of Nations. The League would help keep peace in the future by talking through problems, not by fighting wars.

But not all the other leaders agreed with Wilson. They thought his idea for a League of Nations would never work. Some of them wanted to see Germany punished more harshly than Wilson did.



Celebration at the
White House at the
end of World War I

The Treaty of Versailles

After much talking and arguing, the leaders reached an agreement in June 1919. The peace treaty was called the **Treaty of Versailles**.

The treaty did include a League of Nations. But the treaty was harder on Germany than Wilson had wanted it to be. It blamed the war entirely on Germany. It took away Germany's landholdings overseas. Germany also lost some land in Europe. Germany had to pay France and Great Britain for their war costs. The huge sum was more than the country could afford.

The "Big Four" were the top Allied leaders: Woodrow Wilson from the United States, David Lloyd George from Britain, Vittorio Orlando from Italy, and Georges Clemenceau from France.



President Wilson urged Congress to sign the treaty. He did not like every part of the treaty. But he wanted the League of Nations badly enough to sign it anyway. However, Congress did not agree that the United States should join a League of Nations. Wilson fell out of favor with the American people for his strong views about the League. In the end the United States never signed the treaty, and they never joined the League. Later while Warren Harding was president, the United States worked out its own treaty with Germany.



The War to End All Wars?

Many people called World War I "the war to end all wars." The world hoped there would never be another war like the Great War. Along the Western Front in France, fields of crosses were a silent reminder of the millions of young men who had died. Many American husbands, fathers, brothers, and sons never returned. Others came home disabled in some way for the rest of their lives.

Many historians believe that the war could have been avoided. Countries had rushed into war with no effort to work out differences in another way. The harshness of the peace treaty also caused problems. The treaty sought to punish Germany rather than working with it for a lasting peace.

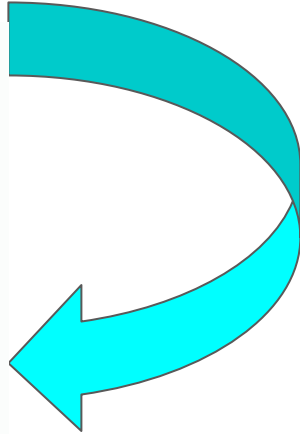
The French commander Ferdinand Foch did not believe all wars had ended. After the Treaty of Versailles was signed, he said, "This is not peace. It is an armistice for twenty years." Foch believed that the bitter feelings about the treaty would result in another world war. Twenty years later his words would prove to be true.

Painting by John Singer Sargent that portrays the result of a gas attack during the Great War

What did Wilson want most from the peace treaty?

After reading your etextbook, click on the picture below to watch lesson 68 about what you just read.

Lesson 68

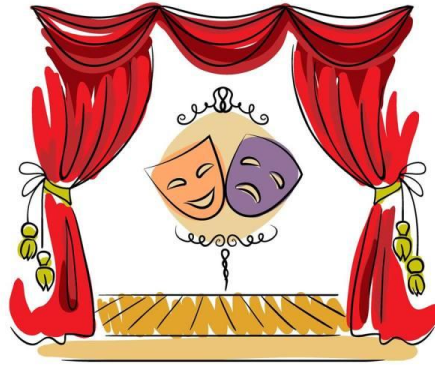
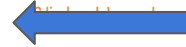


After you click on the picture you will need scroll down to lesson 68 video to watch.

READING

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

AR website!



Elements of a Drama...

Let's begin with basic vocabulary words:



The author of a play is called a playwright.

The playwright writes a script.

Tryouts

Characters:
IRENE
STELLA
KERRI

Act I, Scene I

{The curtains open to a scene where four girls are wearing shorts and T-shirts. Two girls are sitting on one bench. One of them is lacing up her sneakers while the other is looking in a small mirror and applying lip gloss. Two other girls are standing and brushing their hair into high pony tails. Irene, Stella, and Kerri walk across the stage with duffel bags slung over their shoulders. Stella is biting her lip.}

IRENE: I don't know why you're so nervous, Stella! You can do all kinds of flips and jumps. Making the cheerleading team is going to be a piece of cake for you. You have nothing to worry about.

STELLA: *(She groans.)* I am a bundle of nerves. I'm afraid I'm going to forget everything.

KERRI: I know what you mean. *(She wipes her shirt sleeve against her forehead.)* I'm already sweating and I haven't even done anything yet!

{The three girls sit down on the open bench and unzip their duffel bags. Stella reaches into her bag and starts laughing. She pulls out a can of tomato soup and lifts a sticky note off the side of the can.}

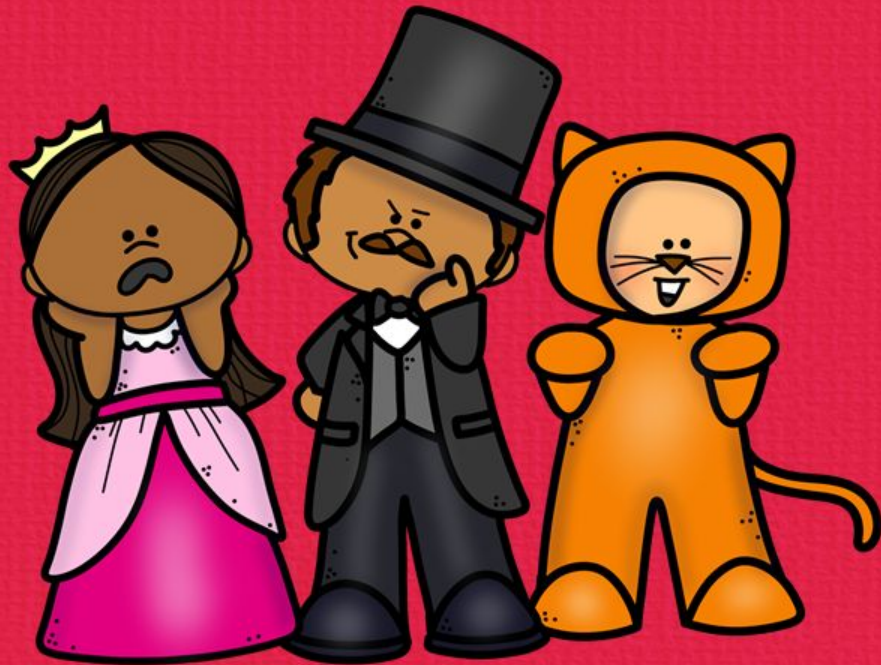
IRENE: *(confused)* Um, why is there a can of soup in your bag?

STELLA: *(smiling)* The sticky note says "I know you'll do a SOUPer job at tryouts. Good luck!"

KERRI: *(She giggles.)* I get it. That's pretty clever. Who's it from?

STELLA: *(She rolls her eyes.)* It can only be from my dad. He has a corny sense of humor. He somehow always knows just what to say to put my mind at ease. For some reason, seeing his note really calmed my nerves!

Let's begin with basic vocabulary words:



The script contains
characters.



The script contains
a setting.

Tryouts

Characters:
IRENE
STELLA
KERRI

Act I, Scene I



{The curtains open to a scene where four girls are wearing shorts and T-shirts. Two girls are sitting on one bench. One of them is lacing up her sneakers while the other is looking in a small mirror and applying lip gloss. Two other girls are standing and brushing their hair into high pony tails. Irene, Stella, and Kerri walk across the stage with duffel bags slung over their shoulders. Stella is biting her lip.}

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Each act consists of multiple scenes .

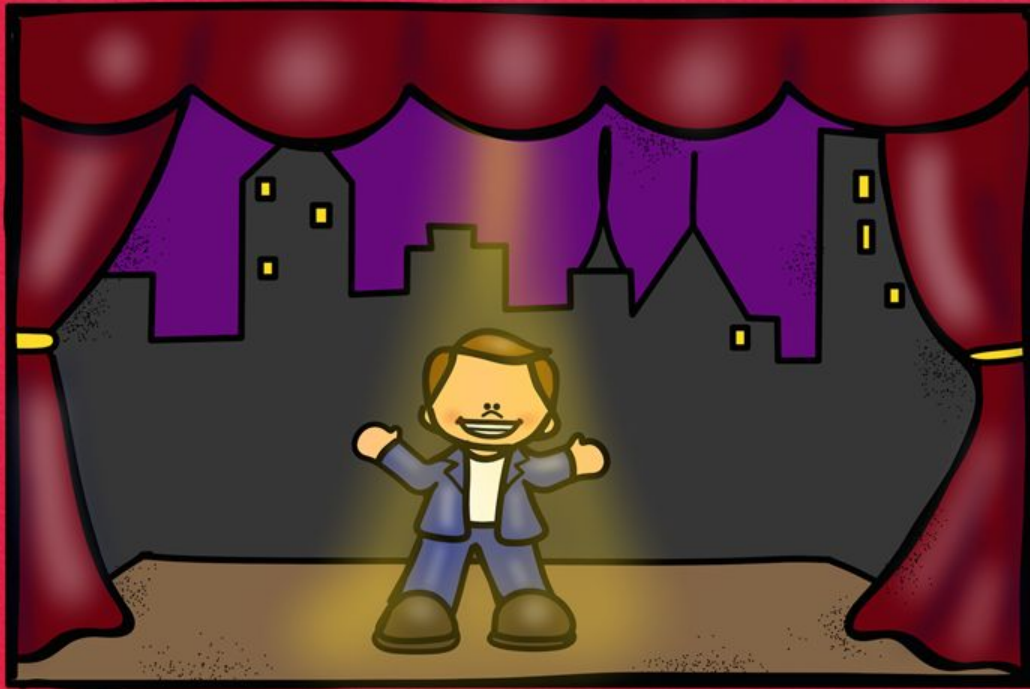
A scene is a unit of the play that occurs at a specific **location** or **time**.

If one of these changes, the playwright begins a new scene.

The script usually contains two or more acts .



The person who takes the script and turns it into a stage production is called the director.



The director selects
the actors .

The director must
make the stage
look like the setting
described in the
script.

Scene 2

{The stage is bare except for rolling hills painted on the backdrop. Ben and Jake are trudging across the stage wearing winter coats, hats, gloves, and backpacks.}

JAKE: *(sighing)* I can't believe the car ran out of gas.

BEN: *(defensively)* It's not my fault!

(Jake stops walking and turns to face Ben.)

JAKE: *(sarcastically)* What do you mean it's not your fault?! It's YOUR car! You didn't expect a gas fairy to fill it for you, did you?

The
stage directions
contain notes
for the director
and actors.
They are *not*
read aloud.

Stage directions
are often
written in
italics.

Scene 2

{The stage is bare except for rolling hills painted on the backdrop. Ben and Jake are trudging across the stage wearing winter coats, hats, gloves, and backpacks.}



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JAKE: *(sarcastically)* What do you mean it's not your fault?! It's YOUR car! You didn't expect a gas fairy to fill it for you, did you?

Most of the time, there are stage directions written at the beginning of a scene. They tell the director how to set the stage.

Scene 2

{The stage is bare except for rolling hills painted on the backdrop. Ben and Jake are trudging across the stage wearing winter coats, hats, gloves, and backpacks.}



JAKE: *(sighing)* I can't believe the car ran out of gas.

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(Jake stops walking and turns to face Ben.)

JAKE: *(sarcastically)* What do you mean it's not your fault?! It's YOUR car! You didn't expect a gas fairy to fill it for you, did you?

Sometimes,
there are stage
directions
written at the
beginning of a
character's lines.
These give the
actor specific
directions about
how he or she
should say the
lines.

Scene 2

{The stage is bare except for rolling hills painted on the backdrop. Ben and Jake are trudging across the stage wearing winter coats, hats, gloves, and backpacks.}

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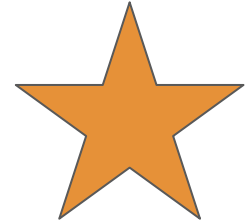
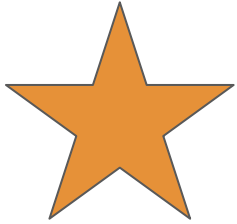
**Sometimes,
there are stage
directions
written *between*
lines. These
direct the actors
to perform
specific actions.**



Live Zoom Meeting Today
Monday April 27, 2020
1:00pm



with Mrs. Tiffany



ENGLISH
FICTIONAL NARRATIVES



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



WHAT IS A
FICTIONAL
narrative ?

It is a story that
did _____ happen.
It can be _____ or
_____.

Choose One:

Realistic OR Unrealistic



Tuesday April 28, 2020

Morning Devotion



←
Click Here...



HOLY GROUND

↑
Click Above!

Zoom Meeting Today
Tuesday April 28, 2020
10:30am-11:10am

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](#)

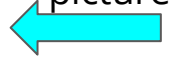


History

Virtual Field Trip to the National World War I Museum and Memorial



Click on
picture



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 new novel
Farmer Boy by Laura Ingalls Wilder "Breaking the Calves"

Vocabulary:

whiplash- a flexible whip used to train oxen

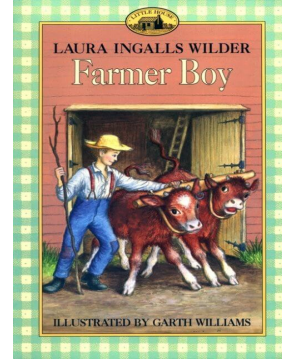
auger- a hand tool used to drill holes in wood or ice

fraidy-cat- slang for a timid or fearful person

In your journal:

Q: Read the quote below. Why does Almanzo say this? Judging from the outcome of his "splendid idea" do you agree with this statement? Why or why not? (RACE)

Quote: "I guess I know how to handle my own calves."



[Click Here!](#)



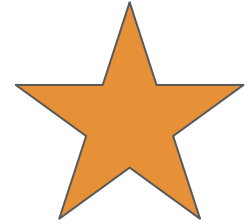
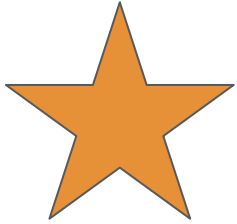
Live Zoom Meeting Today
Tuesday April 28, 2020
1:00pm



with Mrs. Tiffany

ENGLISH

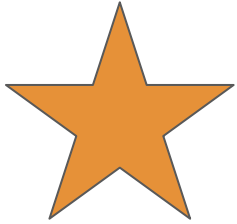
FICTIONAL NARRATIVES



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

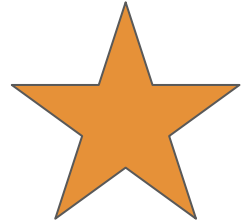


ENGLISH



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

(see next slide for journal format)



CHARACTERS!

Main Character

Secondary
Characters

Music

Grab your recorder and click on the picture below to learn a new song!



Wednesday April 29, 2020

Morning Devotion



Click Here...



MORE LIKE JESUS



Click Here...

MATH

Access the math website:

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

Complete Topic II online assessment

History

Lesson 71

Focus

Americans focused
on consumerism and
profit making after
World War I.

read pages 207-209



Businesses in America

Now the country no longer needed to worry about other nations. Instead, Americans got back to work. Soldiers returning from the military rejoined the work force. During the war, factories focused on making things necessary for the war. Factories made airplanes and bombs instead of cars and radios. Now that the war was over, factories could begin making goods for civilians again.

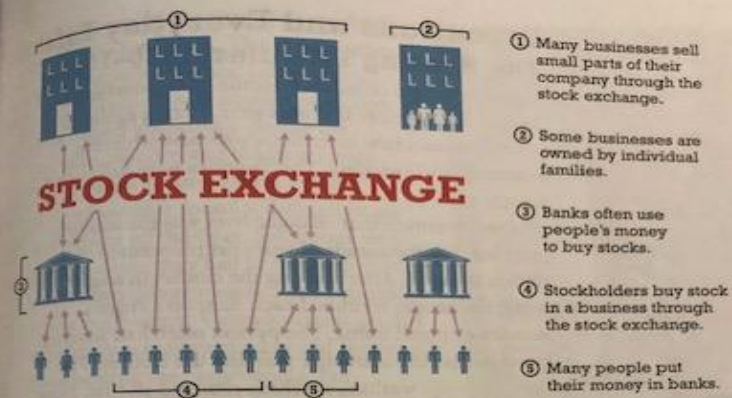
American businesses also did well around the world. Factories in Europe had been making military products too. Most European countries had spent much money to fight the war. They had lost many men in battle and from disease. The American businesses were able to return to normal faster than other countries. Fewer US soldiers had died. Americans were able to begin selling their products around the world.

Many American businesses shared the money they made with **stockholders** or shareholders. Some companies were owned by just one person or family. Others were owned by many people. Each person owned a small part of the company. These parts were

Activity

Learning About Banking

Have you ever visited a bank? Discuss the employees of a bank and what they do. Set up a bank in your classroom. Learn to fill out a deposit slip and write a check. Practice setting up a checking or savings account and make a withdrawal or deposit.



- ① Many businesses sell small parts of their company through the stock exchange.
- ② Some businesses are owned by individual families.
- ③ Banks often use people's money to buy stocks.
- ④ Stockholders buy stock in a business through the stock exchange.
- ⑤ Many people put their money in banks.

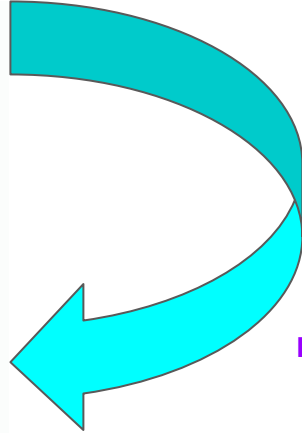
called stock. When a company made money, it usually gave part to its stockholders. During the 1920s some individuals bought stocks. If they wanted all their money back, they could sell their stocks in the stock exchange. The most important stock exchange was on **Wall Street** in New York City.

Not all Americans bought stocks. Some were concerned that if they owned stocks in a company that did not succeed, they would lose all their money. These people often **deposited** their money in banks. This means that they left their money in a bank to keep it safe. Even then it was not always safe. Many banks used people's money to buy stocks. The people who kept money in the bank would receive a small amount of the money earned from stocks. The money that banks give to their depositors is called **interest**.

What did President Harding want for America after the war?

After reading your etextbook, click on the picture below to watch lesson 71a about what you just read

Lesson 71a

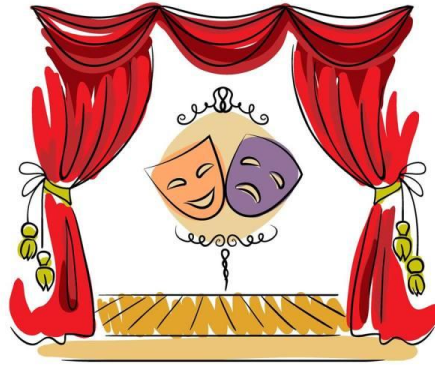


After you click on the picture you will need scroll down to lesson 71a video to watch.

READING

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

AR website!



Elements of a Drama continued...

What differences do you notice between these two scenes?

Scene 1

A

{The stage is set up like a living room of a house. Emily walks into the room wearing a cheerleading uniform. Her hair is in a high ponytail and it looks perfect. She walks over to the mirror hanging on the wall and checks her appearance.}

EMILY: Oh no! My hair is a mess!

{Emily runs through a doorway and off stage.}

Scene 1

B

{The stage is set up like a living room of a house. Emily walks into the room wearing a sloppy T-shirt and old jeans. Some of her hair is in a low ponytail, but most of it is out of place. She walks over to the mirror hanging on the wall and checks her appearance.}

EMILY: Hmm... my hair is kinda messy.

{Emily picks up a baseball cap that is sitting on a nearby table and plops it on her head. She strolls out the front door.}

What differences do you notice between these two scenes?

- Emily is wearing different clothes in the scenes.
- In Scene A, Emily's hair looks perfect. In Scene B, Emily's hair is messy.
- Emily's line shows surprise and frustration in Scene A. In Scene B, Emily shows a lack of emotion.
- Emily exits the stage in different ways.

1. In Scene A, the playwright creates a scene that leads the audience to assume that Emily is...

A. lazy.

☒ B. vain.

C. smart.

D. messy.

2. In Scene B, the playwright creates a scene that leads the audience to assume that Emily is...

A. worried about how she looks.

☒ B. indifferent about how she looks.

C. surprised by her appearance in the mirror.

D. extremely tired.

Library Read Aloud

Click Here...



Thursday April 30, 2020

Morning Devotion



Click Here...



FOLLOW YOU ANYWHERE



Click Here...

Zoom Meeting Today
Thursday April 30, 2020
10:30am-11:10am

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

 **Freckle**
by Renaissance[®]

 Enter Class Code



Complete the assignment Measurement & Data - Fractional Line Plots

History

Click on picture



Lesson 71b



Watch the video on Lesson 71b and learn all about banking and how to write a check.

The arrows point to what each item stands for on a check.



P Payee **D** Date (Front of Check)

Tom Dominic
123 Federal Avenue NW
Washington, DC 20036

101
00-00/000

Pay to the Order of _____ \$ _____
Dollars

TD Bank
America's Most Convenient Bank®

For _____

⑆000000000⑆ 123456789010

R Routing **A** Numerical Amount **M** Maker

This is what a check should look like after it is filled in correctly.



Tom Dominic
123 Federal Avenue NW
Washington, DC 20036

101
00-00/000

December 31, 2019
Date



Pay to the Order of **Robert Andrews** \$ **1,300.00**
One thousand three hundred dollars and 00/100 Dollars

TD Bank
America's Most Convenient Bank®

For _____ *Tom Dominic* MP

⑆000000000⑆ 123456789010

Now draw this check in your journal and fill in your real name, address, and information to practice writing a check.

Tom Dominic 123 Federal Avenue NW Washington, DC 20036		101 00-00/000
Date		
Pay to the Order of		\$
		Dollars
 Bank America's Most Convenient Bank®		 <small>Security Check Mark</small>
For		MP
⑆000000000⑆ ⑆23⑆ ⑆567⑆ 010⑆		
National Check		TD Bank, N.A.

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 "The turn of the Year"

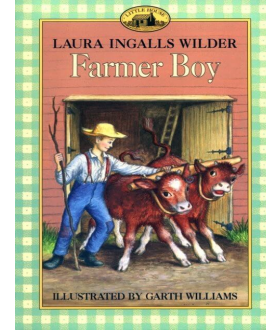
Vocabulary:

caldron - a large kettle used for boiling food

fetch - to go after something and bring it back

In your journal:

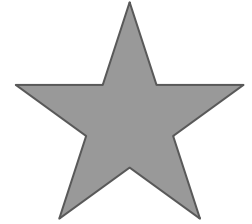
Q: Explain how maple syrup and maple sugar are made? How are they similar? How are they different? Use a Venn diagram and (RACE) to answer these questions.



Click Here



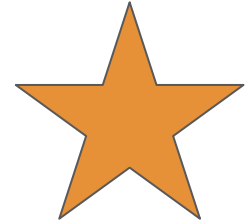
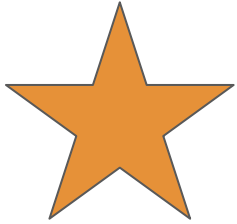
Live Zoom Meeting Today
Thursday April 30, 2020
1:00pm



with Mrs. Tiffany

ENGLISH

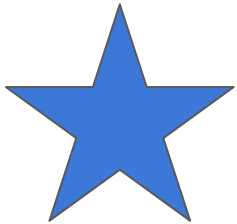
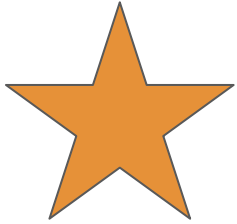
FICTIONAL NARRATIVES



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

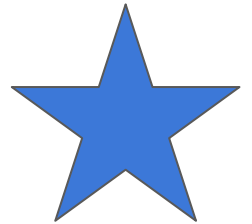
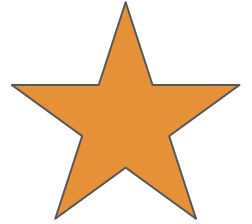


ENGLISH



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

(see next slide for journal format)



Setting

Where does it
take place?

When does it
take place?

additional scene settings

|

|

Learn How To Draw A Health Hero



Friday May 1, 2020

Morning Devotion

Click Here...



THERE IS NOTHING OUR GOD CAN'T DO!

Click Here...





MATH

We are starting **Topic 12** this week

1. Complete page 624 "Review what You Know."
2. Go over new vocabulary words On page 625

My Word Cards Use the examples for each word on the front of the card to help complete the definitions on the back.

tenth	hundredth
	
decimal	decimal point
0.07 0.25 1.45	0.07 0.25 1.45 ↑ ↑ ↑

Check your work

Name _____

Review What You Know

Vocabulary
Choose the best term from the box.
Write it on the blank.




• hundredth • tens
• place value • tenth

1. A **tenth** is one of 10 equal parts of a whole, written as $\frac{1}{10}$.
2. **Place value** is the position of a digit in a number that is used to determine the value of the digit.
3. A **hundredth** is one of 100 equal parts of a whole, written as $\frac{1}{100}$.




Comparing Fractions
Write $>$, $<$, or $=$ in the \bigcirc .

4. $\frac{5}{100} < \frac{5}{10}$
5. $\frac{1}{10} > \frac{1}{100}$
6. $\frac{2}{10} = \frac{20}{100}$

Parts of a Whole
Complete each fraction to represent the shaded part of the whole.

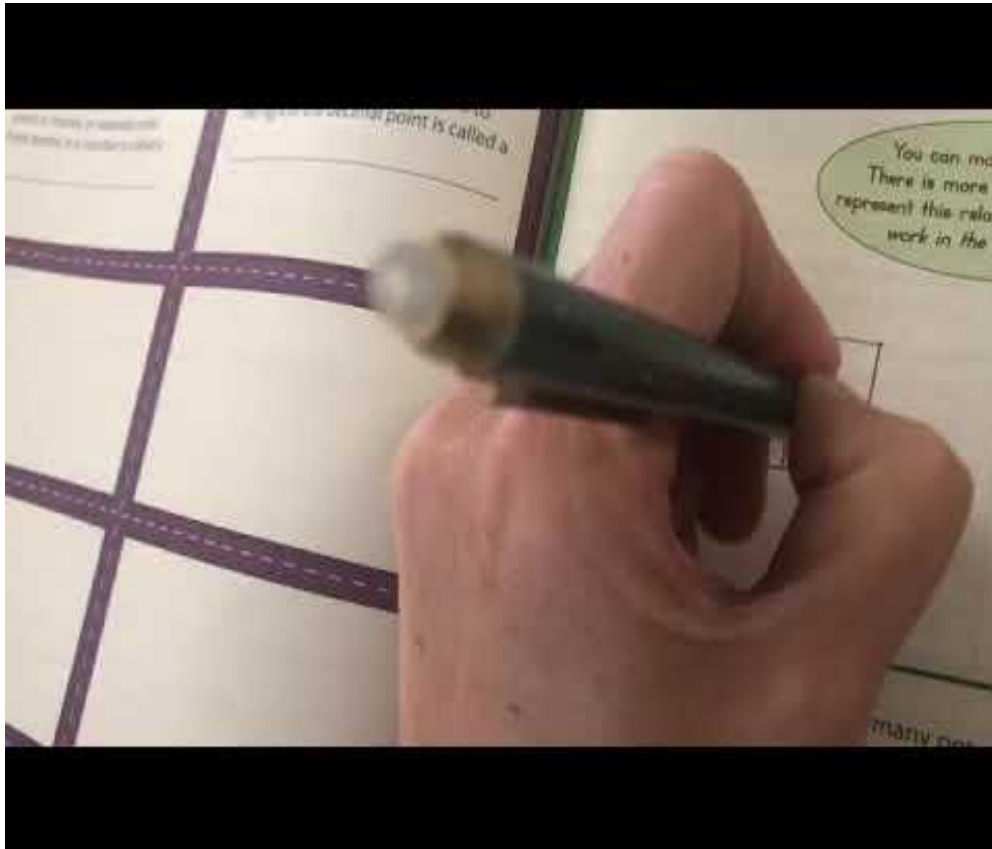
7. $\frac{3}{10}$ 
8. $\frac{9}{10}$ 
9. $\frac{7}{10}$ 

Shade the part of the whole that represents the fraction.

10. $\frac{22}{100}$ 
11. $\frac{79}{100}$ 
12. $\frac{37}{100}$ 

Problem Solving

Complete Solve and Share on page 627



Name _____

Solve & Share

According to a survey, 7 out of 10 pet owners have a dog. Use a drawing to show this relationship. *Solve this problem any way you choose.*

Lesson 12-1
Fractions and Decimals

I can ...
relate fractions and decimals.

Content Standard: 4.NF.C.6
Mathematical Practices: MP2, MP3, MP4

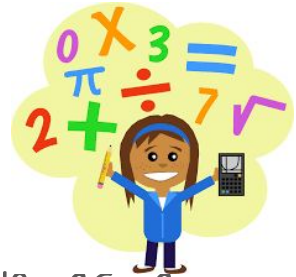
You can **model with math**.
There is more than one way to represent this relationship. Show your work in the space below!

See margin for sample student work.

1. Access the math website:

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

Watch Lesson 12-1 videos on "How Can You Write a Fraction as a Decimal?"



2. Then complete in your math book:

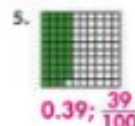
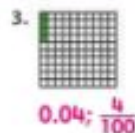
We will work guided practice together on page 629 #1 & 2 and then you will complete independently #3-6. Then complete page 630 #7, 9, 13 & 14 (check your work on the next slide).



Independent Practice

For 3-6, write a decimal and fraction for each diagram.

Sample answers given.



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

Topic 12 | Lesson 12-1

629

7. The arena of the Colosseum in Rome was about $\frac{15}{100}$ of the entire Colosseum. Write this amount as a decimal.

0.15

8. What fraction of the Colosseum was **NOT** the arena? Write and solve an equation.

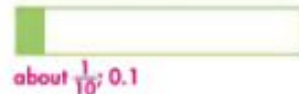
Sample answer: $\frac{100}{100} - \frac{15}{100} = n$; $n = \frac{85}{100}$



9. **Vocabulary** Write the vocabulary word that best completes the sentence:

Jelena has \$1.50 in dimes. She says, "I know I have 15 dimes because one dime is one tenth of a dollar."

10. **Number Sense** About how much of the rectangle is shaded green? Write this amount as a fraction and as a decimal.



11. **MP.3 Construct Arguments** Cher adds up the money in her piggy bank. She has a one dollar bill and 3 dimes. Did Cher write the amount of money correctly? If not, what mistake did Cher make?
\$1.3

Sample answer: Amounts of money are always written in hundredths. Cher should have written \$1.30.

12. **Higher Order Thinking** The diagram models the plants in a vegetable garden. Write a fraction and a decimal for each vegetable in the garden. **Sample answers given.**



radishes: $\frac{23}{100}$, 0.23;
carrots: $\frac{35}{100}$, 0.35;
corn: $\frac{15}{100}$, 0.15;
lettuce: $\frac{27}{100}$, 0.27

Common Core Assessment

13. A school has 100 windows. On a cool day, 95 of the windows were closed. Which decimal represents how many of the windows were open?

- ☒ A 0.05 ☐ C 0.50
☐ B 0.5 ☐ D 0.95

14. A singer wrote 100 songs in her career. She played guitar for 29 of the songs. Which fraction and decimal represent how many songs for which she played guitar?

- ☐ A 0.29 and $\frac{29}{100}$ ☐ C 2.9 and $\frac{29}{100}$
☐ B 0.29 and $\frac{100}{29}$ ☒ D 0.29 and $\frac{29}{100}$

Homework page for extra practice

Another Look!

How can you represent a number as a fraction or a decimal?



30 parts out of 100 is 0.30.

$$\frac{30}{100} = 0.30$$



3 parts out of 10 is 0.3.

$$\frac{3}{10} = 0.3$$

You can use grids to help write fractions and decimals.

So, $\frac{30}{100} = \frac{3}{10}$ and $0.30 = 0.3$. These decimals and fractions are equivalent.

& Practice 12-1 Fractions and Decimals

For 1–3, write a decimal and fraction for each grid.

Sample answers given.

1.



0.6 or 0.60; $\frac{6}{10}$ or $\frac{60}{100}$

2.



1.8 or 1.80; $\frac{18}{10}$ or $\frac{180}{100}$

3.



0.71; $\frac{71}{100}$

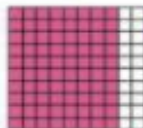
For 4–7, shade the grid for each fraction and write the decimal.

4. $\frac{1}{10}$



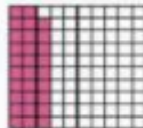
0.1

5. $\frac{8}{10}$



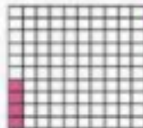
0.8

6. $\frac{29}{100}$



0.29

7. $\frac{4}{100}$



0.04

$\frac{3}{4}$ mile. On Wednesday, he ran $\frac{3}{4}$ mile and walked $1\frac{1}{4}$ miles. How much farther did Pierce run and walk on Wednesday than on Tuesday? Explain.

$\frac{1}{4}$ mile; Sample answer:

Tuesday: $\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$ or $1\frac{2}{4}$ miles;

Wednesday: $\frac{3}{4} + 1\frac{1}{4} = 1\frac{3}{4}$ miles;

$$1\frac{3}{4} - 1\frac{2}{4} = \frac{1}{4}$$

said, "0.70 is greater than 0.7 because 70 is greater than 7." Do you agree with Monique? Why or why not?

No; Sample answer: When I show 0.70 and 0.7 on hundredths grids, the models are the same. The decimals are equal.

10. Jaclynn had 84 cents. Her brother gave her another 61 cents. Write the amount of money Jaclynn now has as a decimal. Explain.

\$1.45; Sample answer: $84 + 61 = 145$ cents. $145 \text{ cents} = \frac{145}{100} = \1.45 .

11. **Higher Order Thinking** Hugh uses 0.63 of a piece of canvas to paint a picture. Draw a model to represent this decimal. How much of the canvas is left?

Sample model shown.



0.63 of the canvas is used, so 0.37 of the canvas is left.

Common Core Assessment

12. Look at the floor plan below. Which fraction and decimal describe the part of the grocery store that is used for food?



Food Kitchenware
Toiletries Pharmacy

(A) $\frac{7}{100}$; 0.07

(B) $\frac{1}{10}$; 0.1

(C) $\frac{73}{100}$; 0.73

(D) $\frac{73}{10}$; 7.3



Use the key for the floor plan to find the part of the store that is used for food.

13. Which grid represents 0.85?



History

Lesson 72

Daily life changed
for many
Americans
as new inventions
proliferated and
women remained in
the workforce.

read pages 210-212

Inventions and Everyday Life The Roaring Twenties: 1920-1929

Many people called this decade "The Roaring Twenties." America's factories were roaring again. In people's houses new inventions were also whirring, vrooming, and swishing. The Twenties were full of new noises.

One invention that changed lives was the washing machine. For thousands of years people washed their clothes by hand. After soaking the clothes in soapy water, the person scrubbed each item on a ridged wooden or metal frame. The person often had scraped knuckles and dry skin after washing the clothes. The washing machine changed all that. Now dirty clothes could be tossed into a



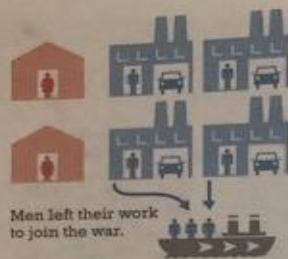
Ads from the early 1900s for new inventions that would make housecleaning easier

machine with some soap. The machine did all the hard work. The clean clothes could be pulled out and hung to dry.

The vacuum was another invention that helped housework. Before the vacuum, wooden and tile floors were swept with a broom. Even the most diligent sweeper found it difficult to get everything off the floor. Since rugs were hard to clean, they had to be taken outside and beaten. Many people owned specially made rug beaters. Vacuums could get dirt off rugs much more quickly and thoroughly than beating the carpet could. For Americans with electricity, the vacuum was an exciting tool to buy.

Some other inventions helped household life for Americans. For toast, most people tried to hold a piece of bread near the fire to delicately brown it. If it stayed too long or got too close, the toast burned. The electric toaster allowed Americans to enjoy nearly perfect toast every time. While the toaster did not completely change life for Americans, it helped make life easier. Other new inventions like the steam iron and the electric stove also became part of everyday life for many Americans.

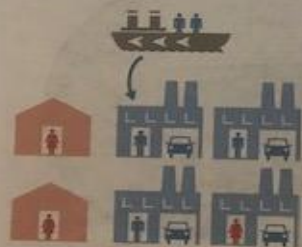




Men left their work to join the war.



Women began working in factories to support the troops.



After the war, men returned to work and most women returned home.

How did inventions change life in the Twenties?

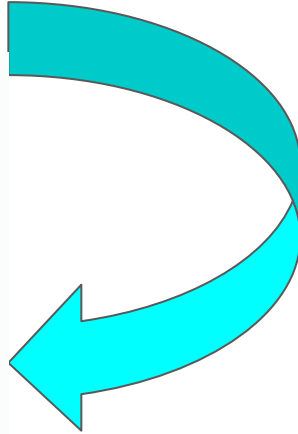
Working Life

After the end of World War I, people tried to get back to normal. During the war many men had left to fight. Once they returned, they went back to their jobs. Fairly soon after the war, business began doing well. Most men found work. In the cities men often worked in offices. Some worked in factories. These factories made things like washing machines and vacuums that Americans wanted. Many factories also made cars. Henry Ford kept making cars, and other companies did as well. People bought many Fords, Chevrolets, Oldsmobiles, and other brands also. In rural areas, many Americans farmed. Others ran small stores. Most American men found little difficulty in getting a job.

World War I had changed working life for American women. Many women who had taken men's jobs during the war were young single women. These women often married returning soldiers and returned to housework. Even with the new inventions, there was much housework that needed to be done. During the 1920s most Americans thought that women should be housewives. But some women continued to work outside their homes. Women were often nurses, teachers, secretaries, or telephone operators. America was gradually changing.

After reading your etextbook, click on the picture below to watch lesson 72 about what you just read

Lesson 72



After you click on the picture you will need scroll down to lesson 72 video to watch.

After you watch the video, answer this question in your journal.
How did inventions change life in the twenties?

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.

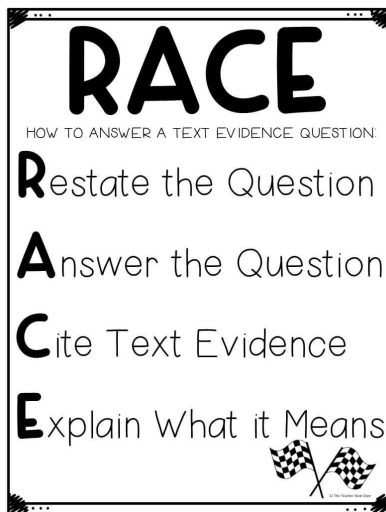
4B:

Class Code: EFQ4QG

Password: 1234



Click on the RACE poster!



4A:

Class Code: RR3FNR

Password: 1234

Live Zoom Meeting Today
Friday May 1, 2020
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with Mrs. Tiffany

ENGLISH

FICTIONAL NARRATIVES

**You will share your characters and
settings for your writing with us :)**



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



Click Here!

