

4th Grade
Distance Learning
April 20-24

- Students will complete 2 pages of English Language Arts Review each day.
- Math will consist of 12 review problems to solve each day. Friday students will complete a Check-In page with 13 review problems.
- In addition to ELA and Math worksheet pages, we are including several sets of flashcards for students to increase fluency in:
 - Multiplication
 - Division
 - Fractions
 - Prefix and Suffix meaning

News, News, Read all about it!

Jimmy rode his bike halfway up the driveway, hopping off and tossing it aside in the grass. He threw open the front door and burst inside. He halted in the kitchen as he found his mom talking on the phone, a coiled cord wrapped around her as she spun about the kitchen.

"Mom, Mom!" Jimmy tugged at her dress as he pleaded with her to get off the phone.

Jimmy's mom succumbed to his begging, and hung up the phone. She looked him over quickly wondering if his anxious tone could be from pain. *Was he hurt?*

"Mom! The new Mario Bros game has just been released! Mr. Martin just got a shipment in today. I gotta have one, I just gotta!"

Mom sighed wondering if her phone call had truly been interrupted for a child's game. She instructed Jimmy to fetch the newspaper. Jimmy was confused, but thought his mother may be checking for a coupon.

"Let's look for you a job," Mom suggested.

Jimmy was confused. He was only eleven years old and had never thought of having a job before. Mom skimmed through the "Jobs" section of the newspaper, highlighting jobs she thought may be good for Jimmy.

"Look here," she read. "The Muskogee Daily News is looking for a news delivery boy. You already have a bike. It's perfect!"

1. I know the genre is (**non-fiction /fiction**) because:

2. I know this passage is written in (**first / third**) person because:

3. How might the story be different if it were set in modern times?

- Ⓐ There would be no phones.
- Ⓑ Mom would have checked the internet for jobs instead of the paper.
- Ⓒ Mom wouldn't allow Jimmy to play video games.

4. Fix the run-on sentence below.

We are going to the park we will play on the swings.

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end....

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution

Monday

1. What is the setting of the passage? Use evidence from the text.

2. Describe each character's feelings, thoughts, and actions. Use evidence from the text.

Jimmy	Mom
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3. Why does Mom probably help Jimmy look for a job? _____

Answer the questions using the passage to help you.

1. What does the word succumb mean in this text?

- (a) to be worried or troubled
- (b) to give in or yield
- (c) to become stronger

2. What caused Mom to think Jimmy may be hurt?

- (a) his anxious tone
- (b) his desire for a video game
- (c) he was making a sad face

3. How does the reader know Jimmy is excited? Use evidence from the text to support your answer.

4. Capitalize the words that need to be capitalized in the sentence below.

my birthday is at the end of march, but aunt cindy will celebrate with me in april.

1. What lesson might Jimmy's mother want him to learn?

2. Insert quotation marks and a comma in the sentences.

I am not hungry yet replied Susan.

Greg said let's go to dinner.

3. Read the text below. How is it organized?

This morning I found out that a new game was released. After school I ran all the way home. Then, I asked Mom to buy it for me. Next, my mom told me I needed to get a job. I will look for a job tomorrow.

- (a) compare and contrast
- (b) chronological
- (c) description

This morning my alarm didn't go off. I overslept which resulted in me being late to school. My teacher was so upset that I was late to school that I had to miss recess again.

- (a) compare and contrast
- (b) chronological
- (c) cause and effect

The Rock

What is Alcatraz?

Alcatraz is a small island in the bay of San Francisco, California which is often referred to as “The Rock.” It is best known as a high security prison. But, prior to becoming a prison, it was both home to a lighthouse and a military base. As a prison, Alcatraz housed many of America’s most notorious prisoners. They were infamous for their crimes and often seen as the most dangerous or threatening criminals.

Alcatraz as a Federal Prison

Alcatraz was a Federal prison for 29 years and in that time there was only one successful escape confirmed. Why weren’t more prisoners able to escape? The prison, as mentioned above, sat on an island. In order to escape, prisoners would need to swim one mile to shore in frigid cold water. John Paul Scott was the only known prisoner to make it to shore, but he was in terrible condition once reaching the shore. After a mile long swim in the cold water he was exhausted and suffering from hypothermic shock. His body lost too much heat resulting in his body temperature dropping too low. The prison closed down in 1963, but visitors can still visit the museum to this day. It is an incredible experience for anyone who visits.



1. Highlight the **title** in yellow.
2. Highlight the **subheadings** in pink.
3. Why did the author most likely write the text?
 - Ⓐ to entertain readers with a story about visiting the island
 - Ⓑ to provide facts about a federal prison
 - Ⓒ to persuade readers to visit Alcatraz
4. Write one fact and one opinion found in the text.

Fact	
Opinion	

1. What is the **genre** of the story? How do you know? _____
2. What is the first paragraph of the text **mostly** about? _____
3. What is the second paragraph of the text **mostly** about? _____
4. Which of the following is true?
 - Ⓐ Alcatraz is now closed and can not be visited by the public.
 - Ⓑ The federal prison is now closed, but people can still visit the island.
 - Ⓒ Alcatraz is now an active military base.
5. Write a synonym for the underlined word. Use context to infer the meaning.

After missing dinner, I was famished in the morning. I ate three whole waffles!

Tuesday

1. Was it difficult to escape Alcatraz? Use evidence from the text to explain your answer.

2. What is most likely the meaning of notorious and infamous?

- (a) admired for one's deeds (b) having the ability to escape (c) well known for doing something bad

3. What is most likely the meaning of hypothermic?

- (a) a medical emergency in which your body loses too much heat
(b) a successful act of escaping under difficult circumstances
(c) the state of being very tired

1. Prior to becoming a federal prison, Alcatraz was home to all of the following *except*:

- (a) a museum (b) a military base (c) a lighthouse

2. According to the text, why was John Paul Scott's escape unsuccessful?

- (a) He couldn't finish the swim in the ocean.
(b) He was taken prisoner again.
(c) He was never found after escaping.

3. Write a synonym for each of the words below.

truthful _____ joyful _____ fearless _____ spotless _____

4. Last August we (compete / competes / competed) in a soccer tournament.

The (car / cars) run on gasoline.

1. If I wanted to learn more about the Alcatraz Museum, which resource would be most relevant?

- (a) an Alcatraz museum pamphlet (b) a documentary about John Paul Scott
(c) a book about California (d) a timeline of American prisons

2. Which definition of the word is used in the sentence below?

Use the dictionary entry to answer the question.

My coach asked us to meet on the track this afternoon.

- (a) Definition 1 (b) Definition 2 (c) Definition 3

We followed the bear tracks all the way into the woods.

- (a) Definition 1 (b) Definition 2 (c) Definition 3

The weatherman tracks the weather carefully.

- (a) Definition 1 (b) Definition 2 (c) Definition 3

3. Add quotation marks and a question mark to the sentence below.

track

Definition 1: a print left by an animal, person, or vehicle

Definition 2: to follow or look for someone or something

Definition 3: a path used for walking or running

PASSAGE 1

Eagle soared through the air feeling his wings glide gracefully against the cold wind. He couldn't help but think how powerful and mighty he was. All the other birds of the air admired him, hoping to one day possess his strength and agility.

Snake slithered in the open field below, and several birds took notice. Eagle watched as Owl turned his neck get a good look. He watched as Hawk adjusted himself for flight. Eagle thought it was a bit pathetic.

Did the other birds really think they had a chance at getting to Snake before he did?

Eagle took his time. He took a few more sips of tea. He watched as both Owl and Hawk left their perch to dive down for Snake. Eagle set down his tea, leapt from his branch to catch up to Hawk and Owl. He flew circles around them, showing off his beauty and grace all the way to the ground. But, while he was flying circles, he hadn't noticed Hawk's quick dive. Hawk had his eyes locked on Snake and cut through the air like a rocket. Before Eagle had a chance to correct his ways, Hawk was enjoying his meal.

PASSAGE 2

Vera couldn't help but giggle as she ran up and down the field, weaving in and out of the opposing team. Everyone knew the Cubs would be an easy team to beat, and Vera was enjoying the ease of the game. The Rockets were up by 7 points, but the Cubs didn't give up. They ran until they were out of breath and communicated plays to each other.

Vera glanced to her own players wondering if they found it as silly as she did. "Why don't they just give up and go home?" Vera thought to herself. She received the ball, dribbled it up to the goal, and scored easily. She let out a huge laugh and danced all the way back to the other half of the field.

After the game she saw Coach Tucker approach the Cubs. She hadn't even realized he was there watching the game. He must be looking for players to join his most elite team, but why would he be approaching the Cubs when they'd lost so badly? She then heard Coach Tucker explaining that although they'd lost, he loved their sportsmanship. He was offering Cub players positions on his team. Vera couldn't believe it.

1. Which passage is an example of realistic fiction? _____
2. Which passage is an example of a fable? _____
3. Why are both passages examples of fiction?

Ⓐ They both include talking animals.	Ⓑ They tell a story about real places and real people.
Ⓒ They both include characters and a plot.	Ⓓ They both include facts.
4. Re-write the run on sentence: **I want to play the game I forgot my shoes.**

1. Complete the chart using evidence from the text.

	Passage 1	Passage 2
Describe the setting		
Describe the characters		
Was the story written in 1st or 3rd person?		

Wednesday

Summarize each passage by re-telling the beginning, middle, and end.

Passage 1	In the beginning...	In the middle...	In the end...
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Passage 2	In the beginning...	In the middle...	In the end...
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1. What is the meaning of weave in this text?

- (a) to interlace thread to create fabric
- (b) to move your body in a zig zag fashion to avoid obstacles
- (c) to spin something like a spider's web

2. The underlined sentence in the text is an example of:

- (a) personification
- (b) simile
- (c) metaphor
- (d) onomatopoeia

3. What lesson did the main characters from Passage 1 and Passage 2 most likely learn?

- (a) Don't underestimate others
- (b) Let other people win
- (c) Money isn't everything
- (d) Happiness is a choice

4. Label the nouns, verbs, adjectives, and adverbs below.

My family always eats a delicious lunch on Sunday afternoons.

1. How are the main characters similar in Passage 1 and Passage 2? How are they different?

2. How did Vera probably feel at the end of the story? Use text evidence.

3. Complete the fragment sentences below.

Fragment	Is a subject or verb missing?	Re-write as a complete sentence.
My beautiful sister and I.		
Riding my bike.		

Have you ever noticed the tiny dots on elevator buttons? These tiny dots are more than what they appear. They are actually a language! These tiny raised dots are part of a language called Braille. The creator of Braille, Louis Braille, was born in France in 1809. Louis lost his sight in an accident during his childhood. Louis learned from his teachers by listening to their words. However, he knew there was more to learn. He was fortunate to attend a school for the blind at the age of ten. While there, he continued to learn through listening, but he couldn't get enough. By the age of only fifteen, Louis had developed a system of raised dots that allowed for all his blind peers to read. This system was life changing for those who had once been unable to read prior to his invention.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**

2. Why did the author most likely write the text?

- Ⓐ To inform the reader of the troubles people face when they can't read
- Ⓑ To inform the reader about Louis Braille and his invention
- Ⓒ To inform the reader about France in the 1800s.

3. Circle the **nouns** (people, places, or things) in the sentence below.

The teacher hoped her students would enjoy the new book.

Thursday

1. What event from the text is missing?

Louis Braille was born in France





Braille attended a school for the blind.



Braille invented an alphabet for the blind

2. According to the text, what caused Louis to create a system for reading?

- Ⓐ He enjoyed learning and couldn't get enough
- Ⓑ It was part of a class assignment
- Ⓒ Teachers and peers pressured him to do so

3. Write your own opinion about Louis Braille.

4. Circle the correct verb for the sentence below.

I (is / am) at the store.

5. Circle the **adjectives** that describe people, places, or things.

The small blue pen rolled off the round table.

6. Circle the word that best completes the sentence: **care** **careless** **careful**

My mother asked us to be _____ when riding our bikes.

Thursday

Answer the questions using the passage to help you.

1. What can be inferred from the text? <input type="radio"/> (a) Louis Braille was passionate about learning. <input type="radio"/> (b) Louis Braille preferred playing to studying. <input type="radio"/> (c) Louis Braille was unsuccessful in his attempts at creating a way to read.	2. Which word best describes Louis Braille? <input type="radio"/> (a) uninteresting <input type="radio"/> (b) motivated <input type="radio"/> (c) selfish
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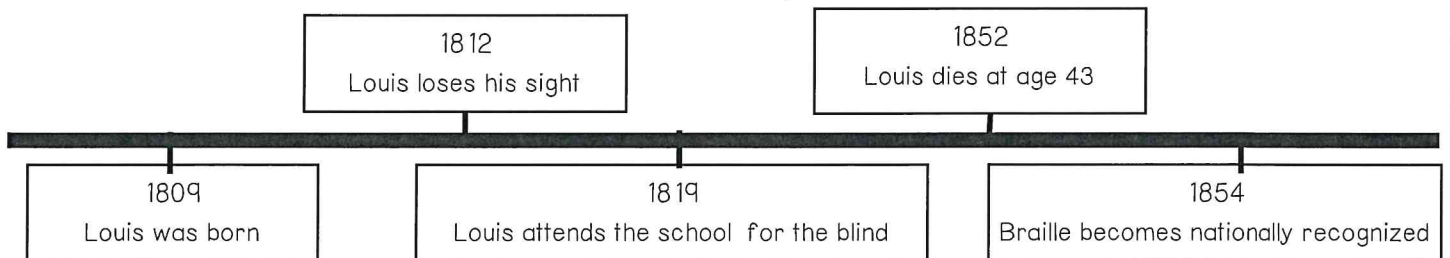
3. Circle the **verb** that best completes each sentence.

The microwave (beep / beeps) when the food is warm.

Answer the questions using the passage to help you.

1. What is most likely the meaning of <u>fortunate</u> ? <input type="radio"/> (a) lucky <input type="radio"/> (b) tortured <input type="radio"/> (c) driven	2. What does <u>peers</u> mean as it is used in the text? <input type="radio"/> (a) teachers <input type="radio"/> (b) studies <input type="radio"/> (c) friends
3. Make a list of questions you could ask in order to learn more about how Braille is used today.	4. Which statement is true about the text? <input type="radio"/> (a) The text provides facts for the reader. <input type="radio"/> (b) The text tells a story using characters and figurative language. <input type="radio"/> (c) The text includes more opinions than facts.

Use the timeline about Louis Braille's life to answer the question.



Which of the following statements is true?

- (a) Braille became nationally recognized before Louis attended school
- (b) Louis didn't live to see Braille become nationally recognized
- (c) Louis attended school after Braille become nationally recognized

Friday

: 4th Grade ELA Review (Literacy)

Name: _____

Val and Tracy walked side my side with their big soccer bags swinging behind them. Val towered over Tracy. Although they were the same age, they looked nothing alike. Val was tall with blonde, curly hair and Tracy was petite with long, dark hair. As they walked to their team bench, Val noticed something on the ground. She bent down to get a better look. It was a bird's nest. As she reached to lift the nest to the tree, Tracy stopped her. "You can't touch the nest. The mother bird will abandon her eggs if she smells a human's scent." Val had never heard this before but she trusted Tracy. Tracy was always so smart when it came to nature.

As they discussed a plan to save the nest, Hilda walked up in her matching blue uniform. "What are you babies doing now?" she scoffed. Val rolled her eyes hoping Hilda would leave them alone for once. Tracy spoke up. "We are saving some eggs. Want to help?" Tracy never seemed bothered by Hilda's sharp words. Hilda jumped into action. She rummaged through her soccer backpack and found towels. She helped the girls wrap their hands in the towels as if they were oven mitts.

1. Circle the correct genre: **non-fiction (informational)** **fiction (a story)**

2. I know this story is written in (first / third) person because _____

3. Circle the **nouns** (people, places, or things) in the sentence below.

The girls walked under the tree hoping to save the eggs.

1. Summarize the story by telling the beginning, middle, and end.

In the beginning...	In the middle...	In the end...

2. Tell the conflict (problem) and solution of the story.

Conflict	Solution

3. Circle the correct verb for the sentence below.

The father (bake / bakes) cookies for the girls after school.

Friday

Use the passage to answer the questions.

1. Describe the setting. (When and where did the story take place?)

2. Describe each character.

Val	Tracy	Hilda

3. Circle the **adjectives** that describe people, places, or things.

I wanted to plop down on the big, brown couch.

Answer the questions using the passage to help you.

1. What clue helps the reader know the girls are on the same soccer team?

- Ⓐ Hilda has towels inside her soccer bag.
- Ⓑ Hilda calls the girls babies.
- Ⓒ Hilda has a matching blue uniform.

2. What will most likely happen next?

- Ⓐ The girls will work as a team to lift the nest back into the tree.
- Ⓑ The girls will leave the nest alone.
- Ⓒ The girls will ask an adult for help.

3. Circle the word that best completes the sentence: use useful useless

The broken scissors were _____ during art class.

Use the passage to answer the questions.

1. What does the word petite mean as it is used in the text?

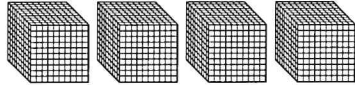

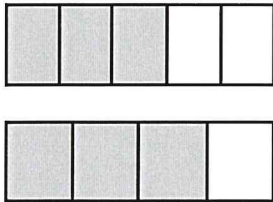
- Ⓐ different
- Ⓑ tall
- Ⓒ short

2. What word means the same as sharp as it is used in the text?

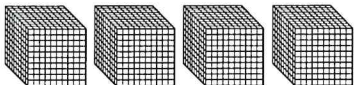

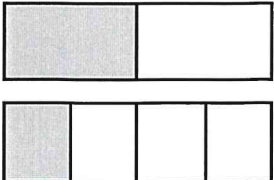
- Ⓐ spike
- Ⓑ strong or intense
- Ⓒ sad or sorrowful

3. How are Val and Tracy different? Explain using clues from the text.



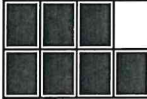
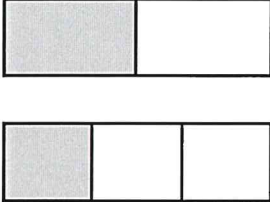
MONDAY

<p>1 Skip count by 5 5, _____, _____, _____, _____, _____, _____, _____, _____</p> <p>Skip count by 6 6, _____, _____, _____, _____, _____, _____, _____, _____</p>	<p>2 Find the product.</p> <p>$4 \times 1 =$ $6 \times 1 =$</p> <p>$4 \times 10 =$ $6 \times 10 =$</p> <p>$4 \times 100 =$ $6 \times 100 =$</p>	<p>3 Draw a picture to show how you would solve: $30 \div 10$</p>	<p>4 Find the product.</p> <p style="text-align: center;">47×5</p>								
<p>5 Use the model to help you solve the problem.</p>  <p>4 thousands = _____ hundreds</p>	<p>6 Find the sum.</p> <p style="text-align: center;">$238 + 285$</p>	<p>7 Find the difference.</p> <p style="text-align: center;">$112 - 28$</p>	<p>8 Martha earned \$1,378, Joe earned \$1,380, and Marcie earned \$1,375. Who earned the most?</p>								
<p>9 What rule does the pattern follow in the input/output table?</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">In</th> <th style="padding: 2px;">Out</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">2</td> <td style="padding: 2px;">5</td> </tr> <tr> <td style="padding: 2px;">3</td> <td style="padding: 2px;">6</td> </tr> <tr> <td style="padding: 2px;">4</td> <td style="padding: 2px;">7</td> </tr> </tbody> </table>	In	Out	2	5	3	6	4	7	<p>10 If the pattern continues, what will come next?</p> <p style="text-align: center;">△ ○ □ △ ○ □</p>	<p>11 Name the fraction shown.</p> 	<p>12 Circle the larger fraction.</p> 
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2	5										
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4	7										

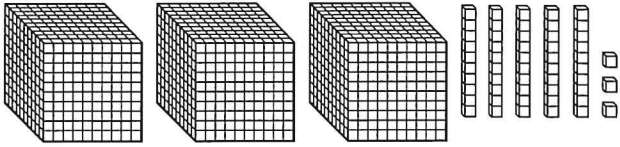
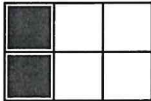
TUESDAY

<p>1 Find the product.</p> <p>$6 \times 8 =$ $6 \times 5 =$</p> <p>$6 \times 6 =$ $6 \times 10 =$</p> <p>$6 \times 7 =$ $6 \times 0 =$</p>	<p>2 Find the product.</p> <p>$7 \times 1 =$ $8 \times 1 =$</p> <p>$7 \times 10 =$ $8 \times 10 =$</p> <p>$7 \times 100 =$ $8 \times 100 =$</p>	<p>3 Draw a picture to show how you would solve: $18 \div 6$</p>	<p>4 Find the product.</p> <p style="text-align: center;">43×9</p>								
<p>5 Use the model to help you solve the problem.</p>  <p>4 thousands = _____ tens</p>	<p>6 Find the sum.</p> <p style="text-align: center;">$1,248 + 607$</p>	<p>7 Find the difference.</p> <p style="text-align: center;">$578 - 49$</p>	<p>8 The red car cost \$5,890, the blue car cost \$5,809, and the black car cost \$5,799. Which car cost the most?</p>								
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10	8										
11	9										
12	10										







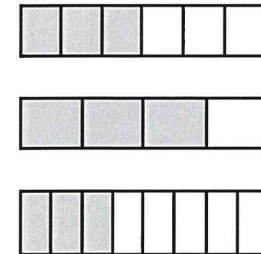
Wednesday

<p>1 Find the product.</p> $6 \times 2 =$ $6 \times 8 =$ $5 \times 7 =$ $5 \times 5 =$ $6 \times 9 =$ $4 \times 6 =$	<p>2 Find the product.</p> $6 \times 10 =$ $7 \times 100 =$ $4 \times 100 =$ $3 \times 10 =$ $8 \times 10 =$ $5 \times 100 =$	<p>3 Draw a picture to show how you would solve:</p> $24 \div 3$	<p>4 Find the product.</p> 24×7								
<p>5 Use the model to help you solve the problem.</p>  <p>6 hundreds = _____ tens</p>	<p>6 Find the sum.</p> $238 + 817$	<p>7 Find the difference.</p> $250 - 76$	<p>8 There are 2,354 OSU fans, 2,400 OU Fans, and 2,325 Texas Fans. Which group has the least amount of fans?</p>								
<p>9 What rule does the pattern follow in the input/output table?</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>4</td> <td>8</td> </tr> <tr> <td>6</td> <td>12</td> </tr> </tbody> </table>	In	Out	2	4	4	8	6	12	<p>10 If the pattern continues, what will come next?</p> 	<p>11 Name the fraction shown.</p> 	<p>12 Circle the larger fraction.</p> 
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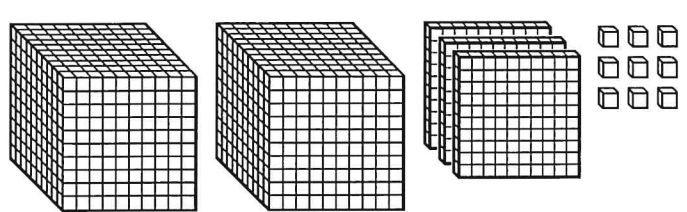
Thursday

<p>1 Find the product.</p> $6 \times 8 =$ $6 \times 5 =$ $6 \times 7 =$ $5 \times 7 =$ $5 \times 9 =$ $4 \times 9 =$	<p>2 Find the product.</p> $8 \times 100 =$ $3 \times 10 =$ $5 \times 10 =$ $7 \times 100 =$ $9 \times 100 =$ $10 \times 10 =$	<p>3 Draw a picture to show how you would solve:</p> $25 \div 5$	<p>4 Find the product.</p> 37×7								
<p>5 Find the sum.</p> $2,299 + 440$	<p>6 Find the difference.</p> $1,345 - 218$	<p>7 Write the following number in standard, expanded, and word form.</p> 									
<p>8 What rule does the pattern follow in the input/output table?</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th>In</th> <th>Out</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>9</td> </tr> <tr> <td>5</td> <td>15</td> </tr> <tr> <td>7</td> <td>21</td> </tr> </tbody> </table>	In	Out	3	9	5	15	7	21	<p>9 Name the fraction shown.</p> 	<p>Standard Form:</p> <hr/> <p>Expanded Form:</p> <hr/> <p>Word Form:</p>	
In	Out										
3	9										
5	15										
7	21										

Check-In

<p>1 What is the product?</p> <p style="text-align: center;">$6 \times 8 =$</p> <p>(a) 40 (b) 46 (c) 48</p>	<p>2 Which of the following equals:</p> <p style="text-align: center;">300</p> <p>(a) 3×10 (b) 3×1 (c) $3 \times 1,000$ (d) 3×100</p>	<p>3 What is the quotient? Draw a picture to help you.</p> <p style="text-align: center;">$30 \div 6$</p> <p>(a) 4 (b) 5 (c) 6</p>	<p>4 What is the product?</p> <p style="text-align: center;">$34 \times 7 =$</p> <p>(a) 238 (b) 240 (c) 248 (d) 252</p>								
<p>5 Use the model to help you solve the problem.</p>  <p>10 hundreds = _____ tens</p> <p>(a) 1 (b) 100 (c) 1,000</p>	<p>6 Find the sum.</p> <p style="text-align: center;">$214 + 567$</p> <p>(a) 779 (b) 780 (c) 781</p>	<p>7 Find the difference.</p> <p style="text-align: center;">$380 - 118$</p> <p>(a) 262 (b) 268 (c) 272</p>	<p>8 The Williams drove 1,897 miles, the Smiths drove 1,899 miles, and the Hietts drove 1,889 miles. Who drove the longest distance?</p> <p>(a) Smiths (b) Williams (c) Hietts</p>								
<p>9 What rule does the pattern follow in the input/output table?</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">In</th> <th style="padding: 2px;">Out</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">5</td> <td style="padding: 2px;">10</td> </tr> <tr> <td style="padding: 2px;">7</td> <td style="padding: 2px;">14</td> </tr> <tr> <td style="padding: 2px;">9</td> <td style="padding: 2px;">18</td> </tr> </tbody> </table> <p>(a) Add 2 (b) Add 4</p>	In	Out	5	10	7	14	9	18	<p>10 If the pattern continues, what shape will come next in the sequence?</p>  <p>(a)  (b)  (c) </p>	<p>11 What is the name of the fraction shown?</p>  <p>(a) $\frac{3}{4}$ (b) $\frac{6}{8}$ (c) $\frac{3}{6}$</p>	<p>12 Circle the largest fraction.</p> 
In	Out										
5	10										
7	14										
9	18										

Use the model to answer the question.



13 How can the following be written in standard form?

(a) 239
(b) 2,390
(c) 2,039
(d) 2,309

Answer Keys

Week	Monday	Tuesday	Wednesday	Thursday	Check-In
Week 3	1. Check student work 2. 4, 40, 400 6, 60, 600 3. 3 4. 235 5. 40 6. 523 7. 84 8. Joe 9. Add 3 10. Triangle 11. $\frac{3}{4}$ 12. $\frac{3}{4}$	1. 48, 36, 42, 30, 60, 0 2. 7, 70 700 3. 3 4. 387 5. 400 6. 1,855 7. 529 8. Red 9. Subtract 2 10. triangle 11. $\frac{2}{8}$ 12. $\frac{1}{2}$	1. 12, 35, 54, 48, 25, 24 2. 60, 400, 80 700, 30, 500 3. 8 4. 168 5. 60 6. 1,055 7. 174 8. Texas 9. multiply by 2 10. triangle 11. $\frac{7}{8}$ 12. $\frac{1}{2}$	1. 48, 42, 45, 30, 35, 36 2. 800, 50, 900 30, 800, 1,000 3. 5 4. 259 5. 2,739 6. 1,127 7. 3,053 3,000 + 50 + 3 Three thousand, fifty-three 8. Multiply by 3 9. $\frac{2}{6}$	1. C 2. D 3. B 4. A 5. B 6. C 7. A 8. A 9. C 10. B 11. C 12. $\frac{3}{4}$ 13. D
Week 4	1. Check student work 2. 40, 400, 4,000 800, 90, 60 3. 8 4. 208 5. $9 \times 6 = 54$ $6 \times 9 = 54$ $54 \div 9 = 6$ $54 \div 6 = 9$ 6. 2,131 7. 1,212 8. 400 9. Add 5 / 15 10. 85 11. $\frac{2}{6}$ 12. Check student work	1. 49, 35, 36 0, 28, 63 2. 90, 700, 80 700, 90, 6,000 3. 4 4. 360 5. $4 \times 7 = 28$ $7 \times 4 = 28$ $28 \div 7 = 4$ $28 \div 4 = 7$ 6. 1,795 7. 225 8. 600 9. Multiply by 5 / 35 10. 80 11. $\frac{3}{8}$ 12. Check student work	1. 42, 56, 49 35, 16, 63 2. 200, 4,000, 9,000 3. 6 4. 136 5. $3 \times 7 = 21$ $7 \times 3 = 21$ $21 \div 7 = 3$ $21 \div 3 = 7$ 6. 1,906 7. 386 8. 800 9. subtract 5 / 13 10. 48 11. $\frac{2}{4}$ 12. Check student work	1. 0, 40, 42 56, 36, 28 2. 8,000, 70, 600 3. 6 4. 182 5. $7 \times 8 = 56$ $8 \times 7 = 56$ $56 \div 7 = 8$ $56 \div 8 = 7$ 6. 2,142 7. 2,409 2,000 + 400 + 9 two thousand, four hundred nine 8. 54 9. $\frac{3}{10}$	1. B 2. C 3. B 4. A 5. C 6. B 7. A 8. C 9. D 10. B 11. A 12. C 13. C