

4th Grade Distance Learning

Week 5

(April 27th-May 1st)

Name:

Teacher:

Multiplying by Two (2) (A)

Name: _____

Date: _____

Score: ___ /50

Calculate each product.

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$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

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$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

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$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

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Multiplication Facts Tables

Name: _____

Date: _____

| Multiplying by 1 | Multiplying by 2 | Multiplying by 3 | Multiplying by 4 | Multiplying by 5 | Multiplying by 6 |
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| Multiplying by 7 | Multiplying by 8 | Multiplying by 9 | Multiplying by 10 | Multiplying by 11 | Multiplying by 12 |
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Fractions are Parts Week 5

If you've been learning math for a while,
then you probably already know a thing or two about fractions.
And if you've ever had to break a cookie in half to share with a friend,
well then you've used fractions in real life.

Oh... well, thank you... Mmmmm!

That's because fractions are used to represent smaller pieces or parts of things.
When you're first learning about fractions, it can help to draw pictures to see how they work.
So let's start by drawing a circle.

This circle represents what we call a whole.

No, not the kind of hole that you could fall into!

More like a whole cookie, or a whole pizza.

Now, if we divide that circle, or whole amount, into four parts,
then we call each of those parts a fraction of the original whole circle.

Because this is Math class and not Art, we can't just keep on drawing pictures.

We need to learn how to write out fractions using the language of math.

Yep, you guessed it! That means using numbers.

Unlike a regular number, to write a fraction you need two numbers;
one number on top, one number on bottom, and a line between them.

I'll explain exactly what the line is for later in the video,
but for now, let's figure out what the two numbers mean.

Remember, fractions are used to represent parts of something,
and the number on the bottom tells us how many parts that something is divided into.

The number on top tells us how many of those parts we have.

[elevator music]

For example, let's write a fraction for our drawing here.

I divided the circle into four parts, right?

So the number on the bottom will be '4'.

And I still have all four of those parts, so the number on top will also be '4'.

I have '4' out of '4' parts. That means I still have a whole circle.

But what if someone came by and took away one part from the circle.

Well... the circle is still divided into four parts, so the bottom number would still be '4'.

But I only have three of those parts left, so that means the top number will change to '3'.

So I have '3' over '4', or three-fourths of the circle.

...make sense so far?

Good! Let's try another example.

Let's say that I divide a rectangle up into eight parts, and I give you three of those parts.

Since the total number of parts is eight, the bottom number will be '8',

and since you have three of those parts, the top number will be '3'.

So the fraction I'm giving you is... '3' over '8', or three-eighths of the rectangle.

No, no, no... no need to thank me.

Oh... and it's important to remember that for fractions to work right, the parts that you divide the whole up into have to be equal.

We can't take like... well... take a candy bar and say,

"well I'm gonna divide it into two parts. So this is your half, and here's my half".

Let's look at a few more examples

so you can really see the pattern of how fractions can represent parts of objects.

This rectangle is divided up into three equal parts, and two of them are shaded red.

So '2' over '3', or two-thirds of the rectangle is shaded red.

This circle is divided into twelve equal parts, and seven of those parts are shaded green.

So, '7' over '12', or seven-twelfths of the circle is shaded green.

This hexagon is divided into six equal parts, and five of those parts are shaded blue.

So '5' over '6', or five-sixths of the hexagon is shaded blue.

Alright, so you can see how fractions can be used to represent parts of objects like circles and rectangles,

but fractions can be used for more than that.

They can be used to represent parts of... well, anything!

Like... like pets for example.

Let's say you have seven pets;

four dogs,

two cats,

and a big, fat, hamster.

That means that '4' over '7', or four-sevenths of your pets are dogs,

and '2' over '7', or two-sevenths of your pets are cats,

and '1' over '7', or one-sevenths of your pets are hamsters.

It also means that your house probably smells like a pet store. [laughter]

Okay... so fractions can be used to represent anything from parts of a circle to kitty-cats.

But did you know that fractions can also be used represent things you can't even see?

Well, like a test score for example...

Let's say you take a math test and there's 20 questions on the test,

and you get 17 of those questions right.

That means that you got '17' over '20', or seventeen-twentieths of the questions right.

Alright...so that's the basic idea of how fractions can be used to represent parts of things, but there's a lot more to fractions than that.

In the next section, we're going to be looking at some of the other things we can do with fractions.

But before that, let's review...

Fractions are used to represent parts of a whole.

Fractions are written in the form of a top number over a bottom number with a line between them.

The bottom number represents how many parts the whole is divided into.

And the top number represents how many of those parts you have.

And finally... the parts that a whole is divided up into must be equal for fractions to work right.

To really understand how fractions are used to represent parts of things, be sure to do the exercises, and I'll see you in section two.

Learn more at www.mathantics.com

Comparing Fractions (Week 5)

Hi there! Welcome to Math Antics. In this video we are going to learn how to compare fractions.

Hmmm... this fraction has 25% more fiber than this fraction...

Oooo! But this fraction has trisodium phosphate!

Well... it's not quite like that.

Comparing fractions just means telling which one is bigger.

You know, just like we do with regular numbers when we use the greater-than, less-than, and equal-to signs.

That sounds easy, right? But unfortunately, unlike regular numbers, it's not always easy to tell which fraction is bigger just by looking at them.

That's because the value of a fraction depends on both the top AND bottom numbers and how they relate to each other.

For example, if you have to compare these two fractions, 1 over 3 and 1 over 10, some of you might be tempted to say that 1 over 10 is bigger because you know that 10 is bigger than 3, right?

But we need to remember that the fraction is really a number written like a division problem, and its value depends on that division.

So in this case, the 1 over 3 is really the bigger fraction because its decimal value (what you get when you divide) is 0.333 but the value of 1 over 10 is only 0.1

Okay, so comparing fractions isn't quite as easy as comparing regular numbers, but that doesn't mean it's going to be that hard.

We're going to learn two methods for comparing fractions that make it very easy.

The first method is called cross-multiplying, and it takes advantage of the fact that it's easy to compare fractions with the same bottom numbers.

If two fractions have the same bottom numbers, then we can just compare the top numbers. That's because we are comparing the same size parts.

We're comparing fourths to fourths, eighths to eighths, tenths to tenths, and so on...

And the top number just tells us how many of those parts we have, so it's easy to see that 5 eighths is more than 3 eighths.

But many times, you'll have to compare fractions that have different bottom numbers. (or different size parts)

Fortunately, there's a trick we can do to make the comparison easy.

In the Math Antics Videos about Common Denominators, we learn a simple method for changing "unlike fractions" (with different bottom numbers) into "like fractions" (with the same bottom number).

Basically, it shows how you can multiply two unlike fractions

by wholes fractions made from the different bottom numbers,
so you end up with the same bottom number.

This will give you two new 'equivalent' fractions that you can easily add, subtract, or compare.
But, there's a shortcut for comparing fractions.

As long as we know that the bottom numbers of our fractions are the same,
we don't really need to know what that number is.

We just need to know what the top numbers will be, since those are the ones that we'll actually
compare.

So instead of multiplying each fraction by a whole fraction,
we can just multiply the top number of each fraction by the bottom number of the other
fraction.

This is called 'Cross Multiplying' because if you draw a diagram of what you're multiplying,
it forms a criss-cross pattern.

After you cross multiply, you will have two numbers that would be the new top numbers
if you had made 'like' fractions, and those numbers will show you which fraction is greater.

Let's try this cross-multiplying method on an example or two.

Let's compare the fractions: 7 over 8 and 4 over 5.

We start by multiplying the second fraction's bottom number (5) by the first fraction's top
number (7)

and that gives us 35 for the new top number on this side.

You'll always keep the answer on the side of the top number that you multiplied.

...now for the other side.

The bottom number (8) times the top number (4) gives us 32 for its new top number.

Ah-ha! Now it's easy to see that the fraction 7 over 8 is greater than the fraction 4 over 5
because its new top number (35) is greater than the other new top number (32).

Let's do one more comparison by cross multiplying.

Let's compare 6 over 11 to 9 over 15.

First we'll multiply 15 by 6 to get the new top number of the first side, which is 90.

Now you can use a calculator to do the multiplications if you need to.

Next, we multiply 11 by 9 to get the second new top number, which is 99.

So, that tells us that the second fraction (9 over 15) is greater than the first fraction because its
new top number (99) is bigger.

Pretty simple, huh?

Okay, cross multiplying is pretty cool,

but there's another way to compare fractions that you need to know about.

But this one is only really good if you can use a calculator.

Remember, the reason that fractions are tricky to compare is because they're really division
problems.

But if we want to, we can just do the division and get the answer,

which is the decimal value of the fraction.

So if you have two fractions to compare, you can just do the division (preferably using a calculator) and then compare the decimal values.

For example, let's say I offered to give you either $\frac{5}{12}$ of a pizza or $\frac{7}{15}$ of a pizza.

Now, you happen to be really hungry, so you want to choose the biggest amount, but it's not very easy to tell just by looking which is bigger: $\frac{5}{12}$ or $\frac{7}{15}$

This is where decimal values can really help you out.

If you convert the fractions to decimals by doing division, it will make it much easier to see which one is bigger.

5 divided by 12 is about 0.42

and 7 divided by 15 is about 0.47

Yep, that makes comparing them much easier.

Since 0.47 is greater than 0.42, it means that $\frac{7}{15}$ is greater than $\frac{5}{12}$.

And that means that you'd rather have $\frac{7}{15}$ of the pizza!

Sometimes when you compare fractions this way,

you'll find two fractions that look different, but have the same decimal value: like $\frac{3}{8}$ and $\frac{15}{40}$.

If you convert each fraction to a decimal, you'll see that they both have the value 0.375

Two fractions that have different top and bottom numbers, but the same value are called 'equivalent fractions'.

If two fractions are equivalent, then you can just use the equal sign to show the comparison between them, like this...

Alright, so those are two great methods you can use to compare fractions.

Cross multiplying is simple and works great, even if you don't have a calculator.

And comparing the decimal values by dividing is easy if you do have a calculator.

As always, practice makes perfect,

so spend some time doing the exercises for this section, and I'll see you next time.

Learn more at www.mathantics.com

Adding and subtracting Fractions (Week 5)

In this video, we're gonna to learn the basics about how to add fractions.

Now a lot of math books will teach you how to add fractions before they teach you how to multiply them,

but here at Math Antics, we think you should learn the other way around.

You remember how easy it is to multiply fractions, right?

You just multiply the top numbers together, and you multiply the bottom numbers together, and you have your answer.

So, you might be wondering, "Well... can't we just do that with addition too?"

"Can't we just add the top numbers together and add the bottoms together and get our answer?"

Well alright, let's try it and see.... but I've got a bad feeling about this!

Let's try adding $\frac{1}{2}$ to $\frac{1}{2}$

So if we added the top numbers, we'd get 2

And if we added the bottom numbers, we'd get 4

But... well that can't be right!, because 2 over 4 simplifies to one-half.

And if you add one-half and one-half, you should get a whole ...not a half!

[Alarm sound] Uh Oh! We must have broke some sort of math rule! I'm outta here!!

Okay, here's what we did wrong.

It turns out that there's some important math rules called 'Order of Operations'

that say you have to do multiplication and division BEFORE you do addition and subtraction.

Now because fractions are just division problems, if you just added the top numbers and added the bottom numbers,

you'd be breaking those rules because you'd be doing the addition before the division.

So, what are we gonna do instead?

Well fortunately, there's a trick that lets us work around the Order of Operations rules and add fractions without dividing.

But there's a catch. It only works for fractions that have the same bottom numbers.

The trick is, if fractions have the same bottom numbers,

we can add them by just adding the top numbers together and keeping the same bottom number in our answer.

For example, to add one-half and one-half, we just add the top numbers; and 1 and 1 gives us 2.

But we DON'T add the bottom numbers. We just use the same bottom number in the answer, which is 2.

So, 2 over 2 is a whole fraction. And that makes sense because if you add one-half and one-half, you get a whole!

Let's see a few more examples. ...like this one: 5 over 16 plus 2 over 16.

Again, since the bottom numbers are the same, it's easy to add these fractions.

All we do is add the top numbers together: 5 plus 2 equals 7, and that's the top number of our answer.

Then we just keep 16 as the bottom number of our answer.

So, 5 over 16, plus 2 over 16, equals 7 over 16. Pretty easy, huh?

But what about subtracting fractions? Does that work the same way?

Yep, if the bottom numbers are the same, all you have to do is subtract the top numbers and keep the same bottom number in your answer.

Here's an example of subtracting fractions with the same bottom numbers: 5 over 9 minus 2 over 9.

First we subtract the top numbers: 5 minus 2 equals 3.

Then we just write the same bottom number in our answer: 9

So, 5 over 9, minus 2 over 9, is 3 over 9.

Yep, adding and subtracting fractions with the same bottom numbers is easy.

And there's a special name for problems like this. It's called "Adding or Subtracting 'Like' Fractions."

A teacher once told me that they're called 'like' fractions because the bottom numbers are the same, (or 'alike')

but I think it's because they secretly like each other.

Just kidding. But seriously, 'like' fractions are easy to add with the trick we just learned, but what happens if you want to add two 'unlike' fractions?

What do you do if you have fractions with DIFFERENT bottom numbers?

Unfortunately, the only way we can add 'unlike' fractions without doing the division first, is to change them so that they DO have the same bottom numbers.

In other words, we need to change our 'unlike' fractions into 'like' fractions so we can just use our trick.

In math language, that's called "finding a common denominator".

Now remember that a 'denominator' is just a fancy math word for the bottom number of a fraction.

And 'common' just means that they're the same.

So, how do we find a common denominator so that we can add or subtract 'unlike' fractions?

That's what we're gonna learn in the next video.

But before you move on, be sure to do the exercises for this section.

Learn more at www.mathantics.com

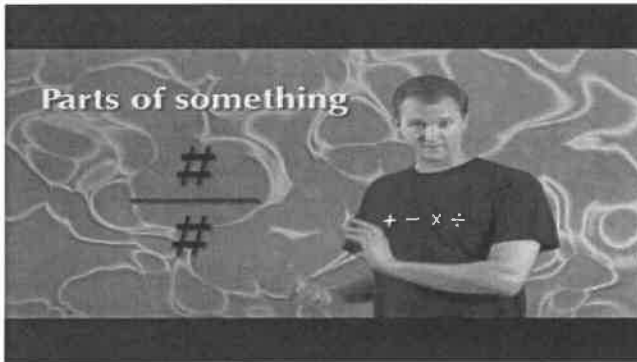
Fractions (Day 1) Apr. 27

Watch videos as needed then answer the fraction related questions

* Required

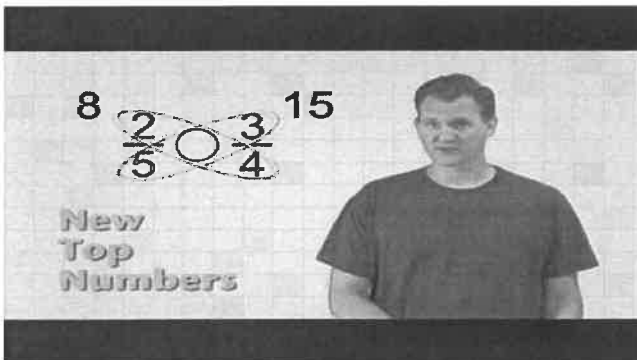
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Fractions are parts



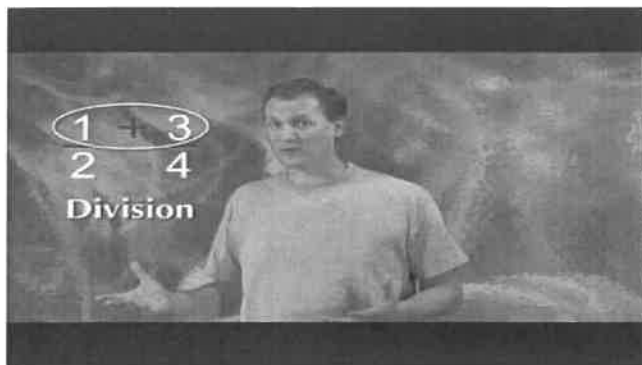
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Comparing Fractions



http://youtube.com/watch?v=KNdUJQ_qd4U

Adding & Subtracting Fractions



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2. Compare the given fractions *

1 point



$$\frac{1}{6}$$



$$\frac{1}{2}$$

Mark only one oval.

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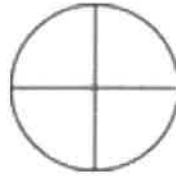
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3. Compare the given fractions *

1 point



$$\frac{1}{8}$$



$$\frac{3}{4}$$

Mark only one oval.

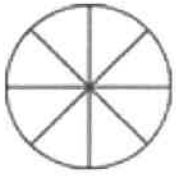
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4. Compare the given fractions *

1 point



$$\frac{1}{8}$$



$$\frac{3}{4}$$

Mark only one oval.

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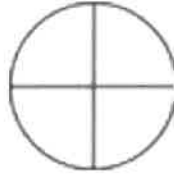
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5. Compare the given fractions *

1 point



$$\frac{2}{3}$$



$$\frac{2}{4}$$

Mark only one oval.

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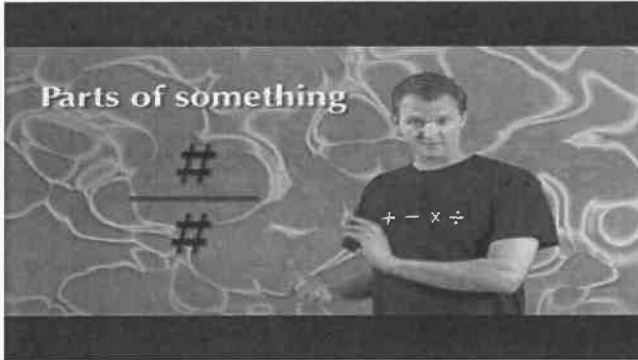
Fractions (Day 2) Apr. 28

Watch videos as needed then answer the fraction related questions

* Required

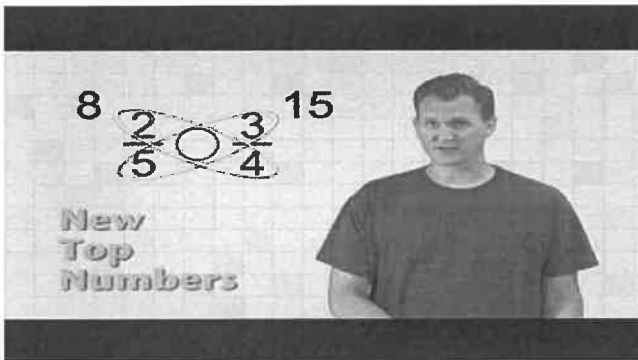
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Fractions are parts



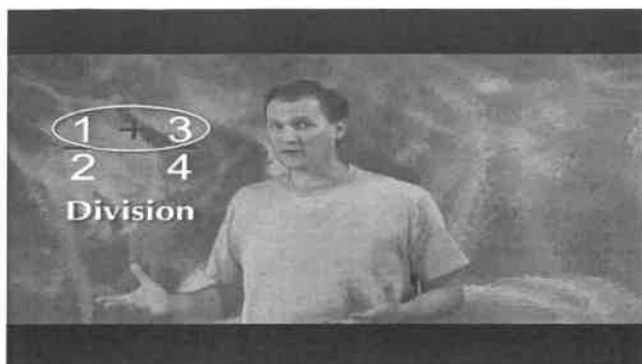
<http://youtube.com/watch?v=CA9XLJpQp3c>

Comparing Fractions



http://youtube.com/watch?v=KNdUJQ_gd4U

Adding & Subtracting Fractions



<http://youtube.com/watch?v=5juto2ze8Lg>

2. Add the fractions *

1 point

$$\frac{7}{11} + \frac{2}{11} =$$

Mark only one oval.

9/11

9/22

8/11

5/11

3. Add the fractions *

1 point

$$\frac{2}{7} + \frac{6}{7} =$$

Mark only one oval.

8/7

1 1/7

8/14

1

4. Add the fractions *

1 point

$$\frac{1}{4} + \frac{1}{4} =$$

Mark only one oval.

 2/4 1/2 2/8 3/4

5. Add the Fractions *

1 point

$$\frac{11}{12} + \frac{11}{12}$$

Mark only one oval.

 22/12 1 5/6 1 10/12 23/12

6. Add the Fractions *

1 point

$$\frac{2}{15} + \frac{3}{15} =$$

Mark only one oval.

 5/15 1/3 1/15 5/30

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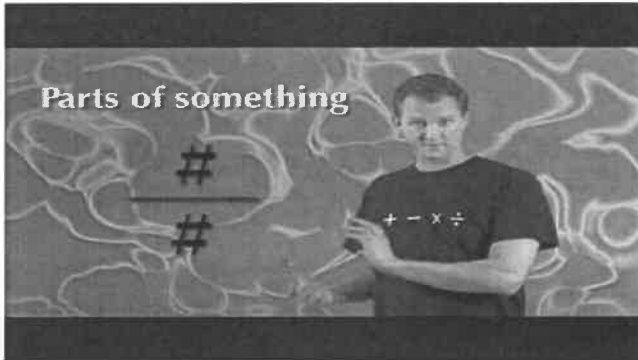
Fractions (Day 3) Apr. 29

Watch videos as needed then answer the fraction related questions

* Required

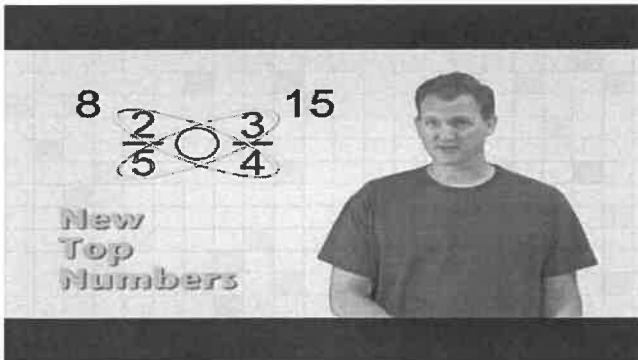
1. Email address *

Fractions are parts



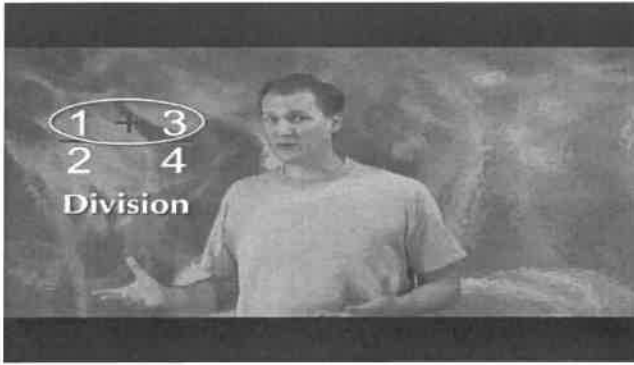
<http://youtube.com/watch?v=CA9XLJpQp3c>

Comparing Fractions



http://youtube.com/watch?v=KNdUJQ_qd4U

Adding & Subtracting Fractions



<http://youtube.com/watch?v=5juto2ze8Lg>

2. Subtract the fractions *

1 point

$$\frac{5}{6} - \frac{1}{6} =$$

Mark only one oval.

4/6

2/3

4/0

6/6

3. Subtract the fractions *

1 point

$$\frac{10}{12} - \frac{9}{12} =$$

Mark only one oval.

1/12

10/12

1/0

2/12

4. Subtract the fractions *

1 point

$$\frac{28}{21} - \frac{8}{21} =$$

Mark only one oval.

20/21

36/21

20/0

21/21

5. Subtract the fractions *

1 point

$$\frac{12}{15} - \frac{4}{15} =$$

Mark only one oval.

8/15

12/15

16/15

8/0

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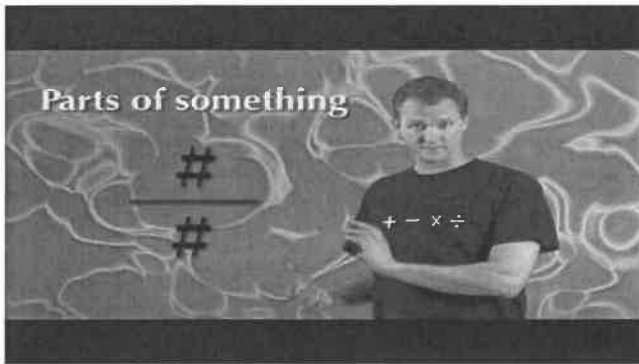
Fractions (Day 4) Apr. 30

Watch videos as needed then answer the fraction related questions

* Required

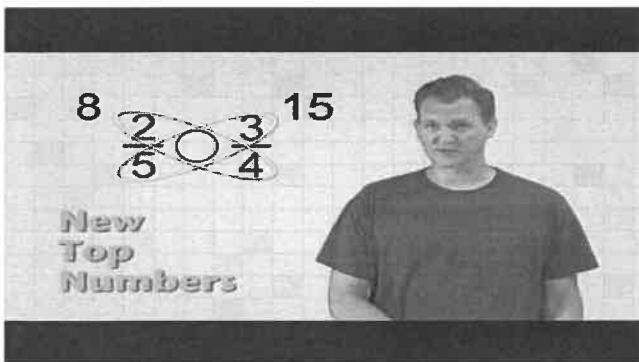
1. Email address *

Fractions are parts



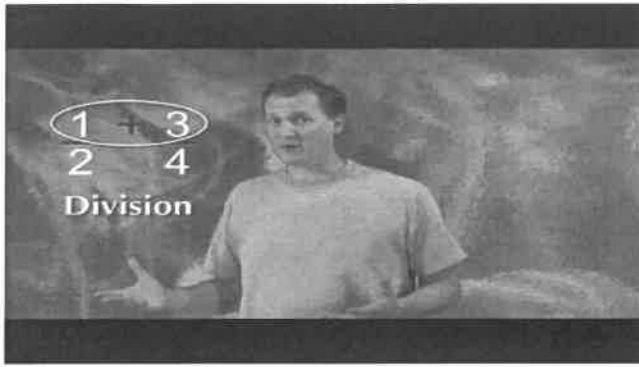
<http://youtube.com/watch?v=CA9XLJpQp3c>

Comparing Fractions



http://youtube.com/watch?v=KNdUJQ_gd4U

Adding & Subtracting Fractions



<http://youtube.com/watch?v=5juto2ze8Lg>

2. Add or subtract the mixed number *

1 point

$$5 \frac{1}{3} + \frac{2}{3} =$$

Mark only one oval.

- 6
- 5 3/3
- 5 1/3
- 5

3. Add or subtract the mixed number *

1 point

$$7 \frac{2}{7} + \frac{1}{7} =$$

Mark only one oval.

- 7 3/7
- 7 1/7
- 8
- 7

4. Add or subtract the mixed number *

1 point

$$5 \frac{3}{4} + \frac{3}{4} =$$

Mark only one oval.

6 1/2

5 6/4

5

6 1/4

5. Add or subtract the mixed number *

1 point

$$2 \frac{3}{11} + \frac{9}{11} =$$

Mark only one oval.

3 1/11

3

2 6/11

2

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Week 5 Review (May 1)

* Required

1. $2/5 + 1/5 = *$

1 point

2. $3 - 1\ 2/5 = *$

1 point

3. $7/9 - 2/9 = *$

1 point

4. $12/7 + 5/7 = *$

1 point

5. $6\ 4/10 - 5\ 3/10 = *$

1 point

6. $4\ 3/4 + 3\ 1/4 = *$

1 point

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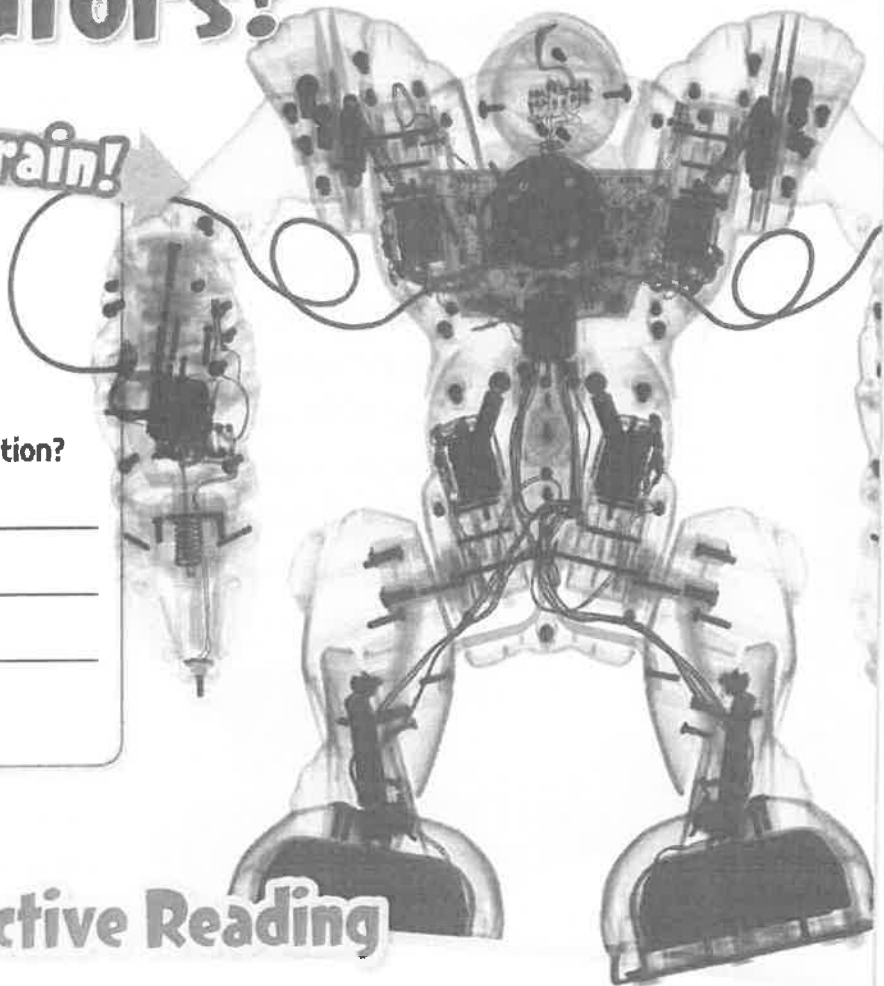
Essential Question

What Are Electric Circuits, Conductors, and Insulators?

Engage Your Brain!

Find the answer to the following question and record it here.

This picture shows the inside of a robot. What do the dark lines have to do with the robot's operation?



Active Reading

Lesson Vocabulary

List the terms. As you learn about each one, make notes in the Interactive Glossary.

Compare and Contrast

When you compare things, you look for ways in which they are alike. When you contrast things, you look for ways in which they are different. Active readers stay focused by asking themselves, How are these things alike? How are these things different?

It's Shocking!

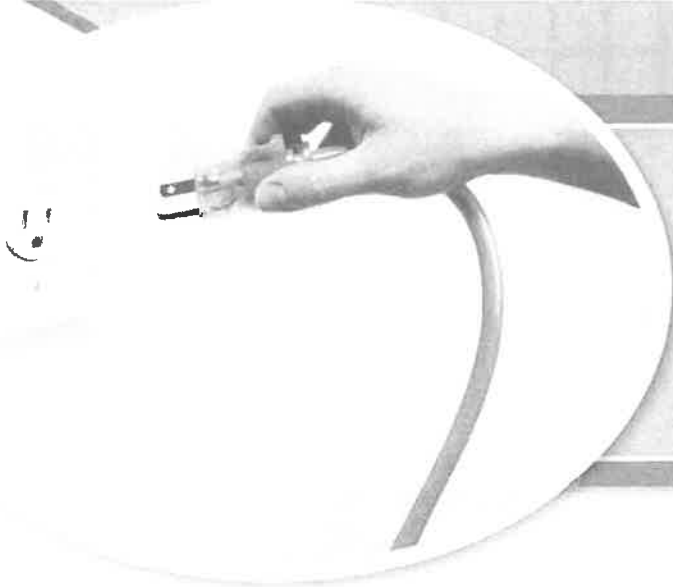
Working around electric utility lines is dangerous!
How does a line worker stay safe?

Active Reading Draw a box around the sentences that contrast conductors and insulators.

Even on a hot day, a worker who repairs electric utility lines must be bundled up in protective clothing. The thick gloves, the bulky boots, and the hard plastic hat are heavy; however, these clothes protect the worker from an electric shock!

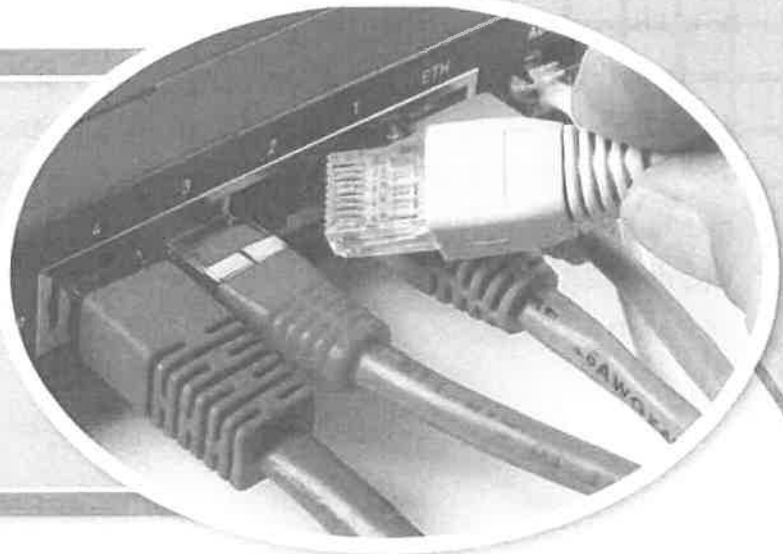
The rubber and plastic used in the protective clothing do not allow electric charges to flow through them. A material that resists the flow of electric charges is called an **insulator**. Electric charges flow easily through metals and some liquids. A material that readily allows electric charges to pass through it is called a **conductor**.

This worker's clothing is made up of insulators. The clothing will not allow electric charges to flow through it if the worker accidentally touches the wrong wires.



The parts of a plug that you hold and the covering on the wire are insulators. The metal prongs that go into the outlet are good conductors.

Electrical appliances work when electric charges flow through them. The parts that carry electric charges are made from conductors. Insulators are wrapped around the conductors to make appliances safe to handle.



► Label the parts of the wire as a conductor or an insulator.

► Why are insulators used?

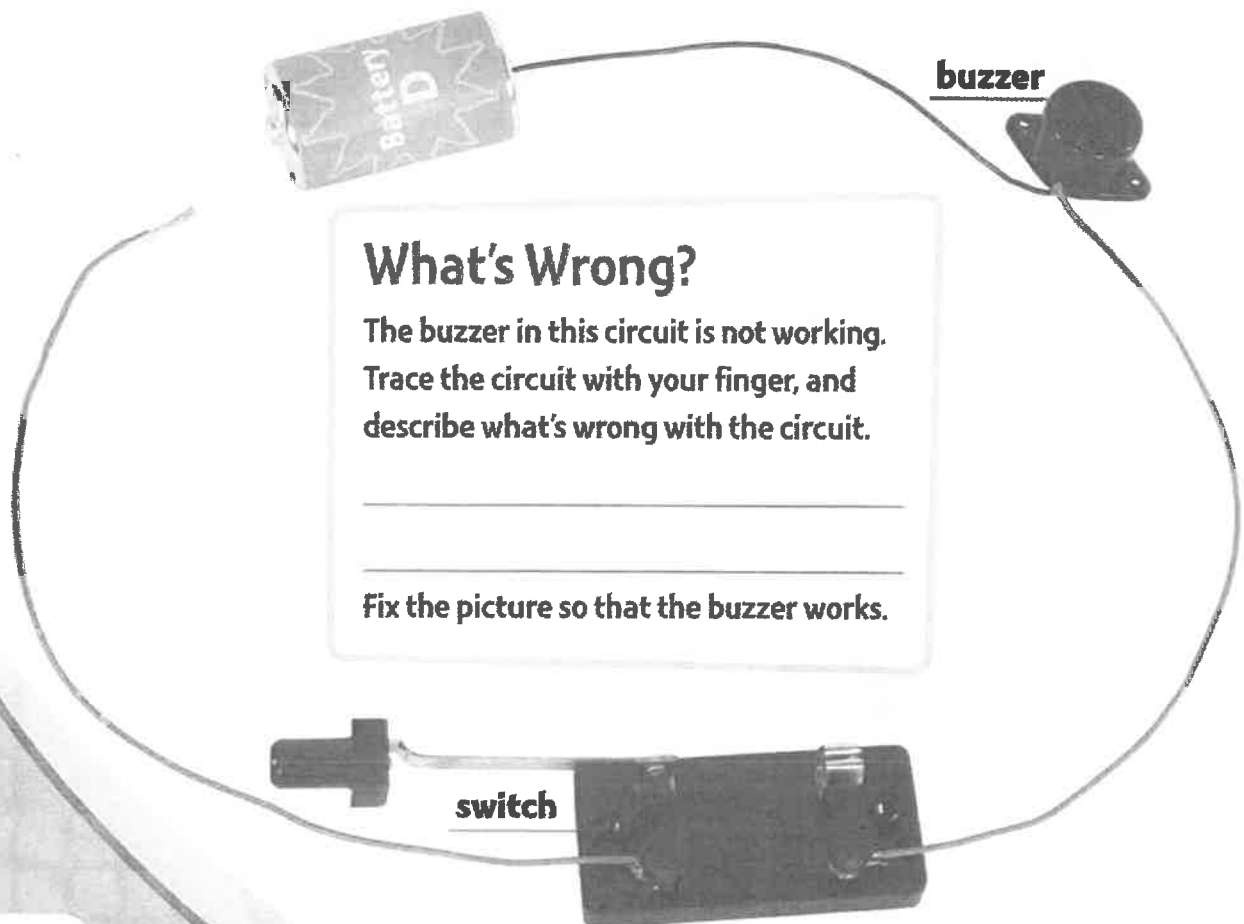
A Path to Follow

If the wiring in a lamp does not change, why isn't the lamp on all of the time?

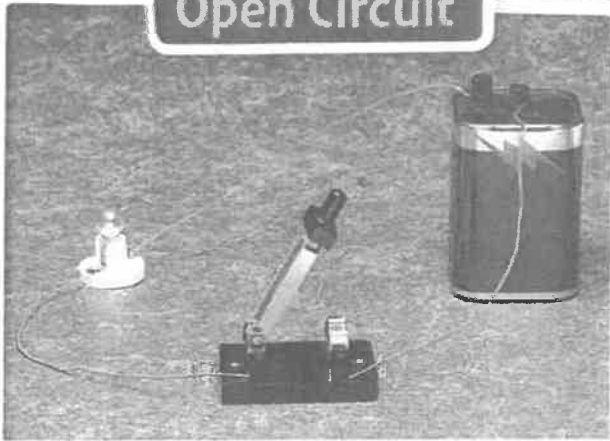
Active Reading Draw a box around the sentences that tell you how a closed circuit and an open circuit are different.

When you go to school and back home, your path is a loop. A circuit is a path along which electric charges can flow. For an electrical device to work, the circuit must form a complete loop. This type of circuit is called a *closed circuit*. There are no breaks in its path.

What happens if a loose wire gets disconnected? The path is broken, and charges cannot flow. This type of circuit is called an *open circuit*. Many circuits have a switch. A switch controls the flow of charges by opening and closing the circuit.

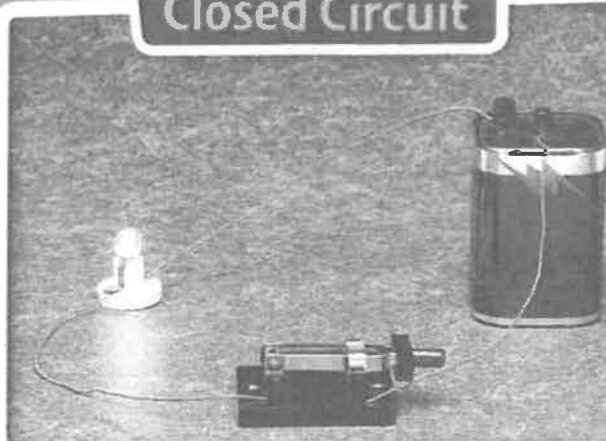


Open Circuit

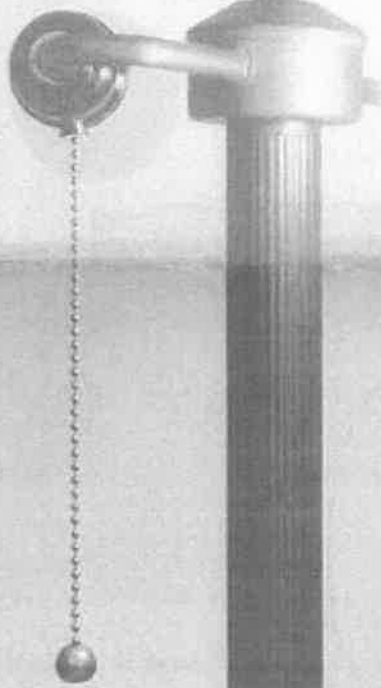


When the switch in a circuit is open, the circuit is not complete. Electric charges cannot flow, so the light stays off.

Closed Circuit



When the switch is closed, the circuit is complete. Electric charges can flow through it to light up the bulb.



► The filament in a light bulb is a tiny wire. It is part of the circuit. If the filament breaks, the circuit will be _____.



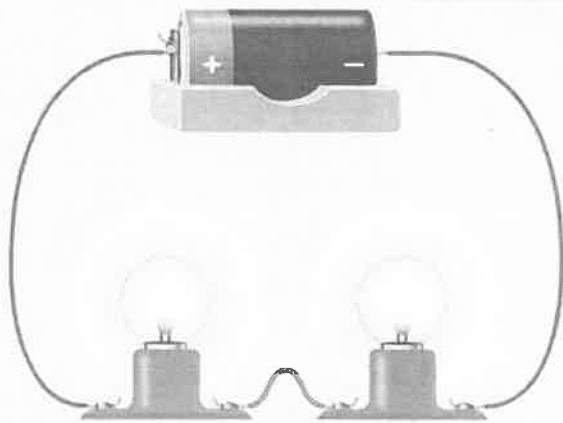
← filament

Who Needs a Map?

To travel from point A to point B, you usually take the shortest route. What if one of the roads on that route is blocked? Simple! You just take another road. What would happen if there were only one road between point A and point B?

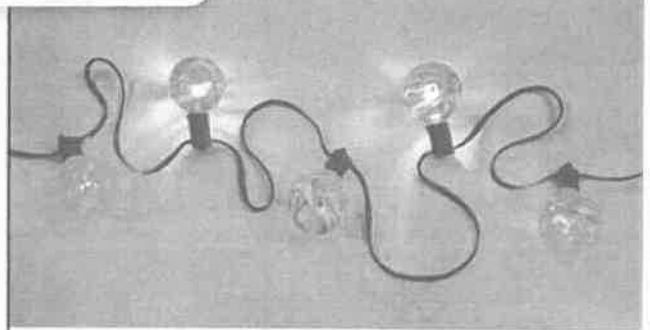
Active Reading Underline the sentences that compare series circuits and parallel circuits.

Series Circuits

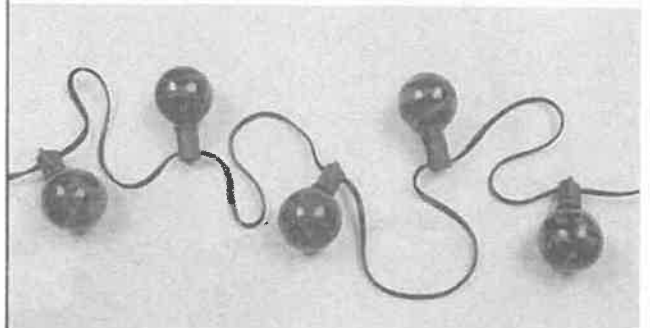


In a series circuit, electric charges must follow a single path. The charged particles move from the battery's positive terminal to its negative terminal.

► Draw arrows to show how charges flow in this circuit.

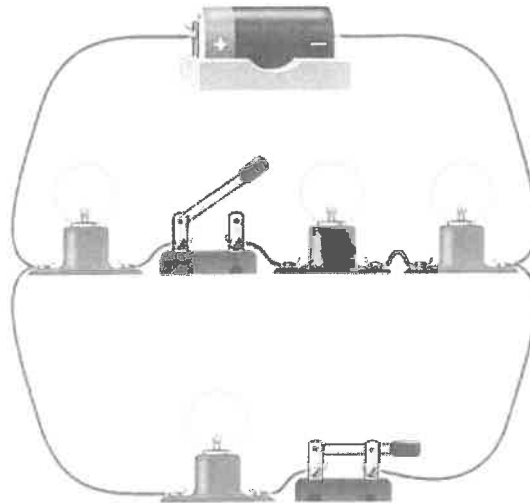


If one light bulb in a series circuit burns out, all of the lights go out, because the circuit is broken.



Color a Complex Circuit

1. Look at the circuit below. Color the bulb or bulbs that should be lit.
2. Draw an X on the switch that is open. Draw an arrow above the closed switch.

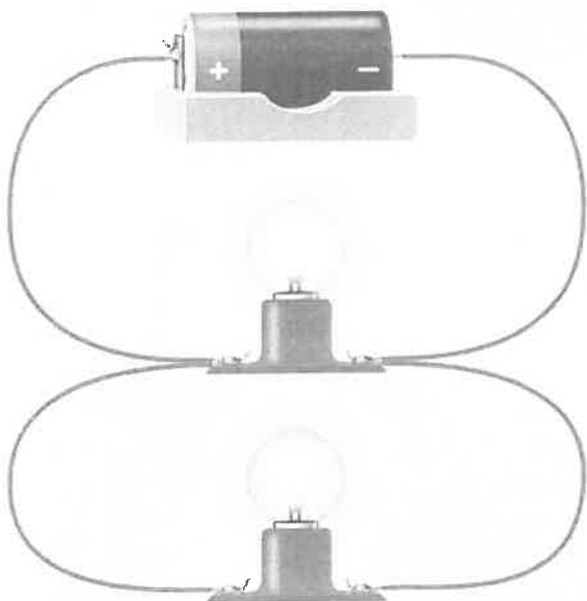


Suppose that the television and all the lights in a room are part of the same circuit. What would happen if one of the light bulbs burned out? It would depend on how the circuit is wired.

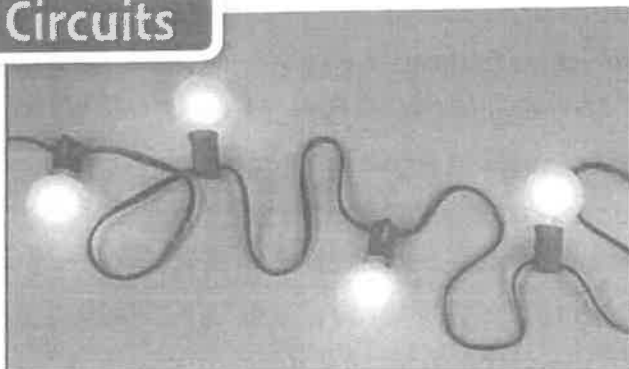
A **series circuit** has only one path for electric charges to follow. If any part of the path breaks, the circuit is open. Nothing works!

A circuit with several different paths for the charges to follow is called a **parallel circuit**. If one part of the circuit breaks, the charges can still flow along the other parts.

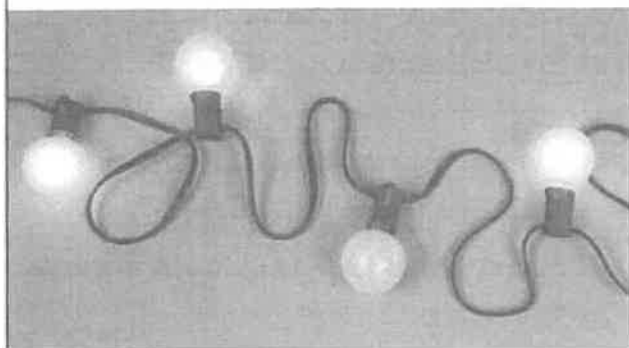
Parallel Circuits



In this parallel circuit, electric charges can flow through both the top loop and the bottom loop.



If one part of a parallel circuit breaks, only that part of the circuit stops working.



Circuit Overload!

Some house fires are caused by overloaded electrical wiring. How can you use electrical appliances safely?

As electric charges flow through conductors, they produce heat. Insulation protects the materials around these conductors from the heat—up to a point! If the conductor gets too hot, the insulation can melt.

To protect against fires, a fuse or a circuit breaker is added to each circuit. Fuses and circuit breakers are switches that work automatically. They open if charge flows too quickly through a circuit. The flow stops and the wires cool, which prevents a fire.

Circuit overload takes place when too many devices in one circuit are turned on. Each device needs a certain flow of charge. This flow of charge, or current, is measured in units called *amperes*, or amps.

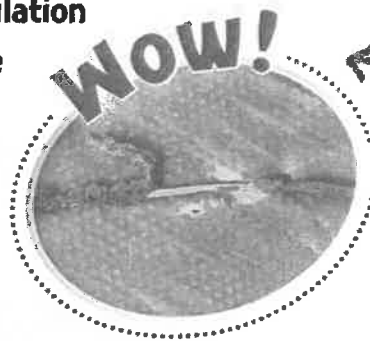
Circuit breakers open when the number of amps is greater than a certain value. Suppose the value for a breaker is 15 amps. The breaker will open if all plugged devices draw more than 15 amps.



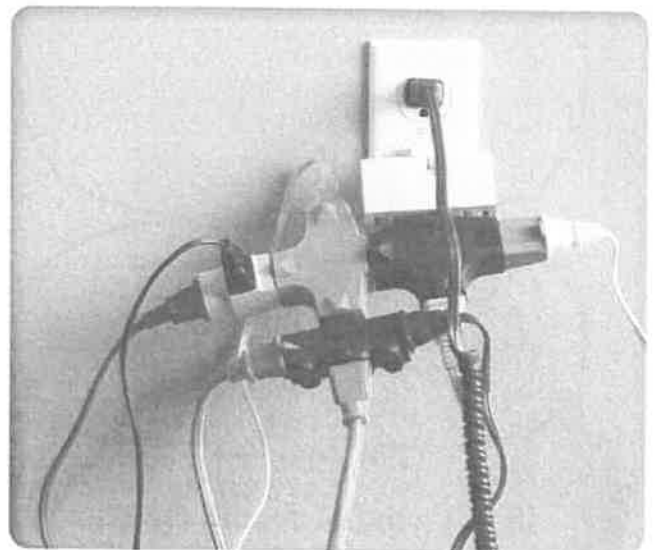
television
3 amps



hair dryer
12.5 amps



This wire got so hot that it melted the insulation around it. It could have started a fire.

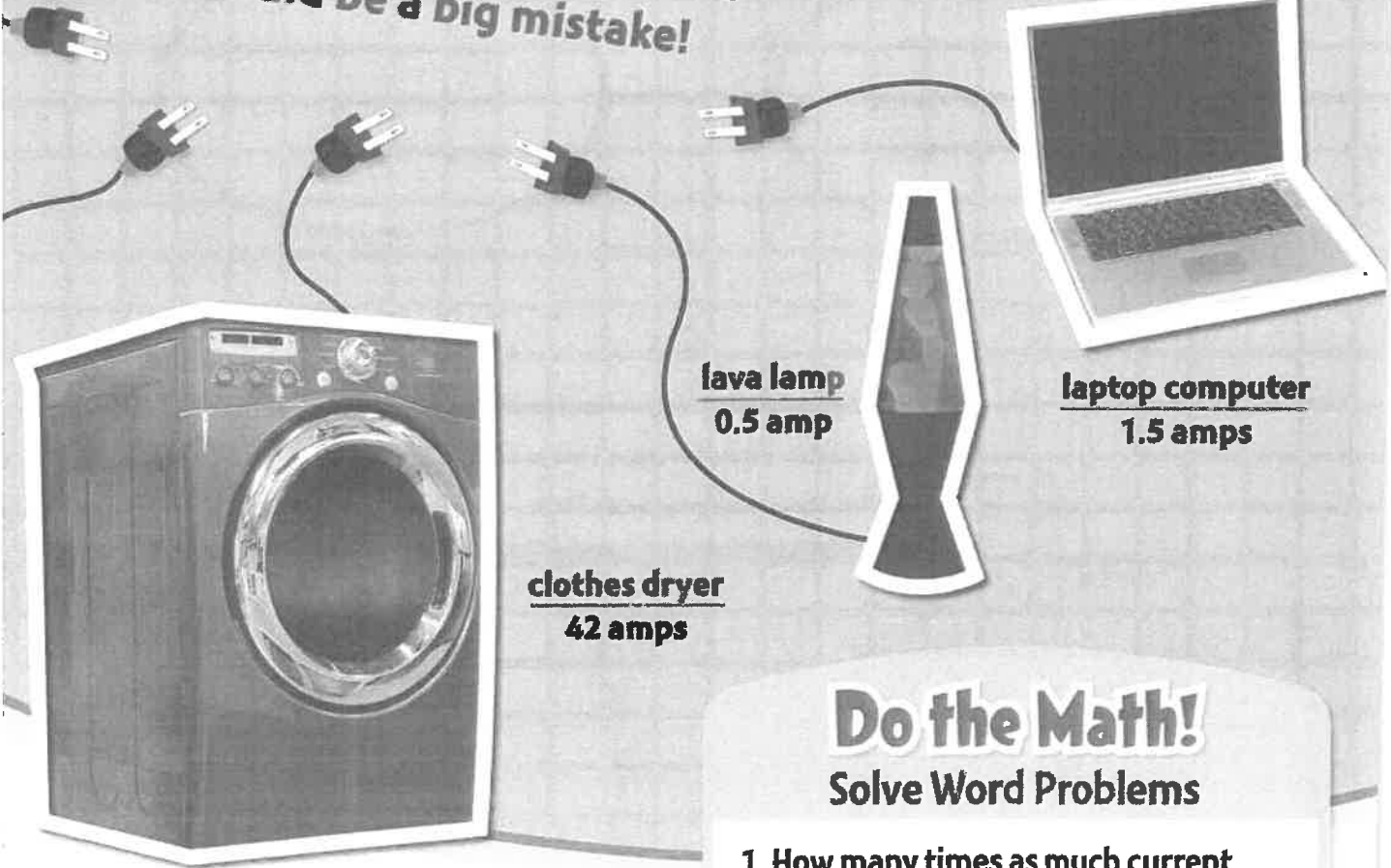


Never plug more appliances into a circuit than it is designed to handle!

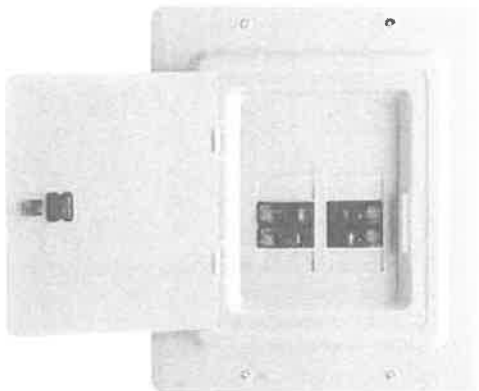
Should You Plug It In?

Draw a line connecting the hair dryer to one of the outlets in the power strip. Then connect the other devices you could use at the same time without overloading a 15-amp circuit breaker.

With power strips like this one, it's possible to plug many devices into a single wall outlet. That could be a big mistake!



This panel contains circuit breakers. Each breaker allows a certain number of amps of electric current to pass through one circuit.



Do the Math!

Solve Word Problems

1. How many times as much current does a television need than a lava lamp?

2. Circuit breakers are made in increments of 5 amps. What size breaker would you need for a circuit with a television, two laptops, and a lava lamp?

Sum It Up!

When you're done, use the answer key to check and revise your work.


On each numbered line, fill in the vocabulary term that matches the description.

1 _____
a material that *cannot* carry electric charges


2 _____
a material that *can* carry electric charges

An electric circuit is a path through which electric charges can flow.


can be

3 _____



can be a type called a

5 _____


or

4 _____


or a type called a

6 _____


Name _____

Word Play

1 Unscramble the scrambled word in each sentence. Write the unscrambled word after the sentence. The first one is done for you.

| | |
|---|----------------------|
| A. In some circuits, electrical energy is transformed into light energy by a light lubb. | B U L B 6 |
| B. The wires in a circuit are made of a material that is a doortuccn. | _____○ 10 |
| C. A path that an electric current can follow is an electric icurict. | _____○ ○ 4 5 |
| D. A circuit in which electric charges can follow several different paths is called a rallpale circuit. | _____○ 8 |
| E. If a wire is disconnected, the circuit is an enop circuit. | _____○ 9 |
| F. The covering on electric plugs and around wires is made of an rainulost. | _____○ _____○ 2 7 |
| G. A circuit in which all the devices are connected in a single path is a ressie circuit. | _____○ 3 |
| H. When a light is on, it is part of a scolde circuit. | _____○ 1 |

Solve the riddle by writing the circled letters above in the correct spaces below.

Riddle: What is another name for a clumsy electrician?

A _____ C I _____
1 2 3 4 5 B E K _____
6 7 8 9 10

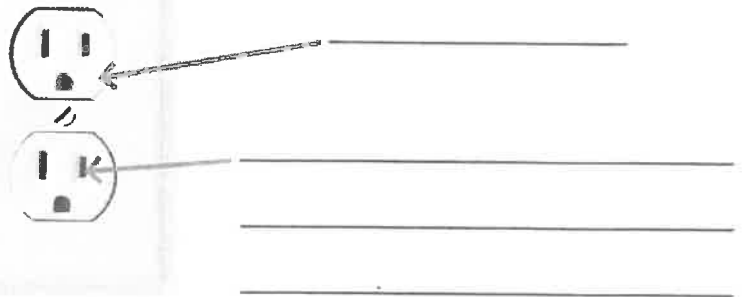
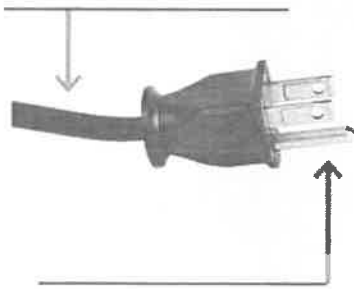


Apply Concepts

- 2 Draw a closed series circuit with two light bulbs, a battery, and a switch. What would happen if one of the light bulbs blows out?

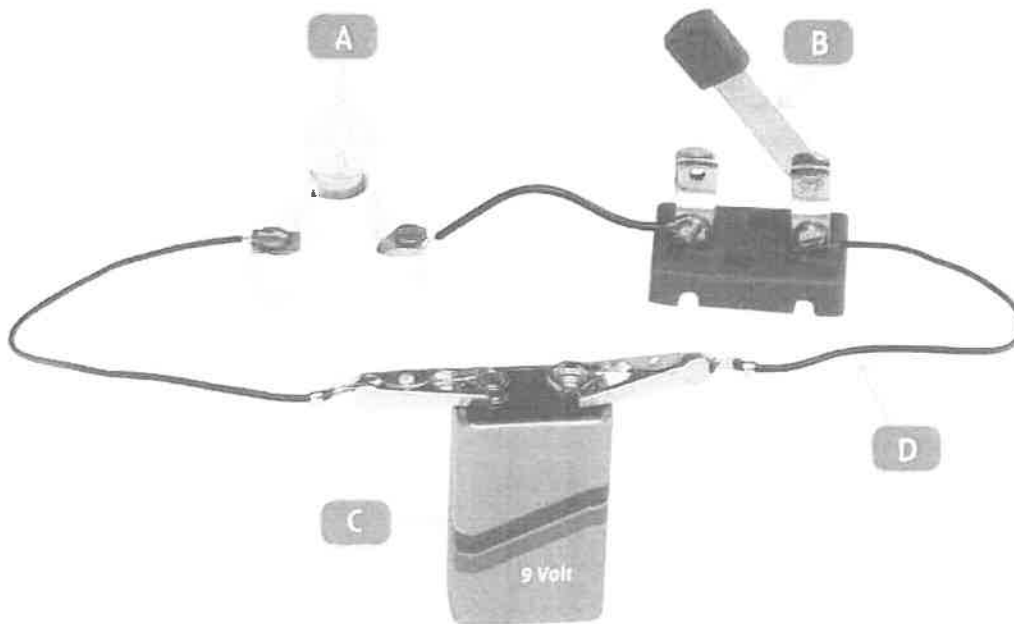
- 3 Explain what causes an overloaded circuit. How can you prevent an overloaded circuit?

- 4 Write the word *conductor* or *insulator* on each of the lines. Then infer which type of material is inside the holes in the outlet. Explain your answer.



5 Suppose you are building a series circuit using a small battery and a small light bulb, and you run out of wire. What everyday objects could you use to connect the battery to the light bulb? Explain.

6 Identify each lettered part of the circuit, and explain what each part does.



A _____

B _____

C _____

D _____

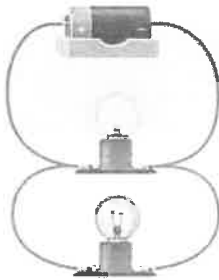
7

Study each of the following circuits.

- Make a check mark to show whether the circuit is open or closed.
- Draw the missing parts needed to make the open circuits work.
- Label each circuit as a series circuit or a parallel circuit.

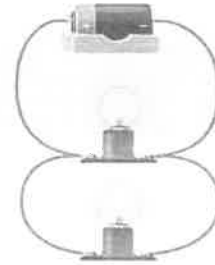
open

closed



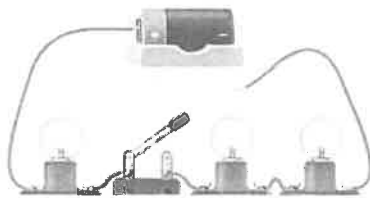
open

closed



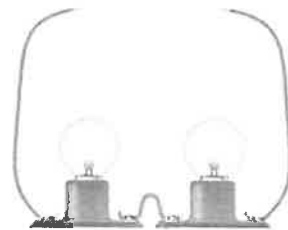
open

closed



open

closed



Take It Home!

Discuss with your family what you have learned about circuits. Gather some electrical devices and explain how they use electricity. Try flipping some switches in your home, and explain whether they are series circuits or parallel circuits.

1. What is an electric circuit?

2. What are electric circuits, conductors, and insulators?

4th grade

**Language
Arts**

Week 5

(April 27th - May 1st)

Name:

Teacher:

Weekly Question

What happens to what we throw away?



WHAT CAN WE DO?

- Refuse and reduce. Limit the number of disposable items you use by carrying a refillable bottle or cup. Avoid single-use utensils.
- Reuse. Do not throw away something after using it once. Find a way to use it again. Be creative!
- Recycle. Find out more about recycling rules in your community. Follow the rules and help others do so, too.
- Write. Communicate with legislators in your area about how to craft laws that will protect our oceans.
- Dispose responsibly. Do not litter. Use containers with lids; do not let trash blow away or wash away in the rain.

Illustrate What methods or processes does your community use to limit the amount of waste you create? Draw and label your response.

Learning Goal

I can learn more about informational text by explaining concepts in a text.

Spotlight on Genre



Informational Text and Video

Just like print texts, **digital**, or electronic, texts can take many forms. Web sites, individual pages on Web sites, links on pages within a Web site, images and videos on Web sites, and e-books are all examples of digital texts.

Common characteristics:

- They must be accessed on an electronic device.
- They are interconnected, often linking multiple resources in one text.
- They are navigable, using features such as time stamps and thumbnails in videos to orient the user.

Read, look, listen!



TURN and TALK With a partner, compare and contrast the features of informational printed text and digital text. Describe how you would refer to the specific location of evidence in each kind of text. Take notes on your discussion.

My NOTES

DIGITAL TEXT

ANCHOR CHART

Features

Address or URL

- is the location of the digital text
- is usually an Internet address
- could be a location on a computer

Link or hyperlink

- goes to a different part of the text
- or
- goes to a different text

Image

- can be zoomed in
- can be edited and changed

Video

- can be paused, rewound, and watched again
- usually includes audio



Rukhsana Khan is a children's author and storyteller. She grew up in the small town of Dundas, Ontario, where she dreamed of becoming a writer. Her greatest hope is that her stories help create understanding among cultures and reduce conflict in the world.

Trashing Paradise

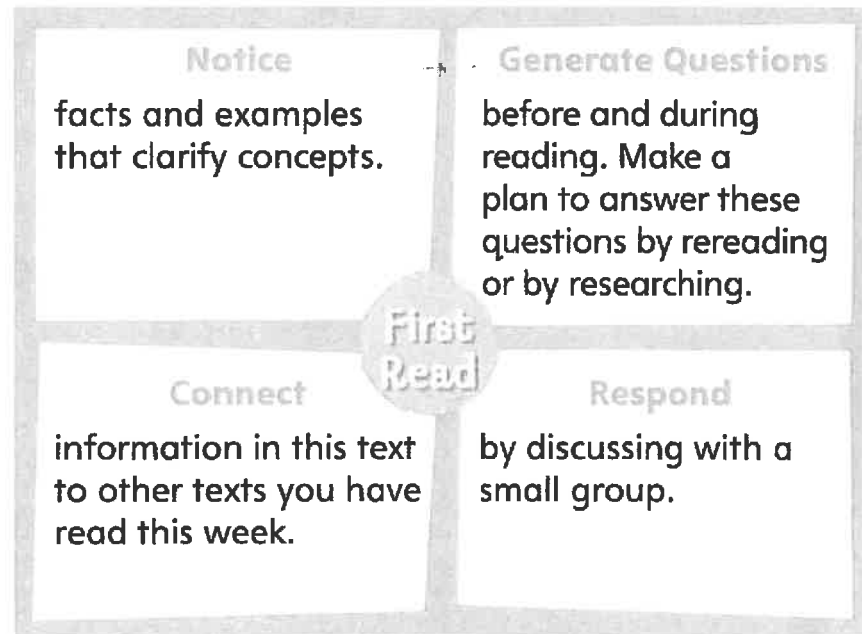
Preview Vocabulary

As you read *Trashing Paradise*, pay attention to these vocabulary words. Notice how they give precise information about key concepts.

| | | |
|---------------|-------------------|------------------|
| marred | disposable | crude oil |
| toxic | phenomenon | |

Read

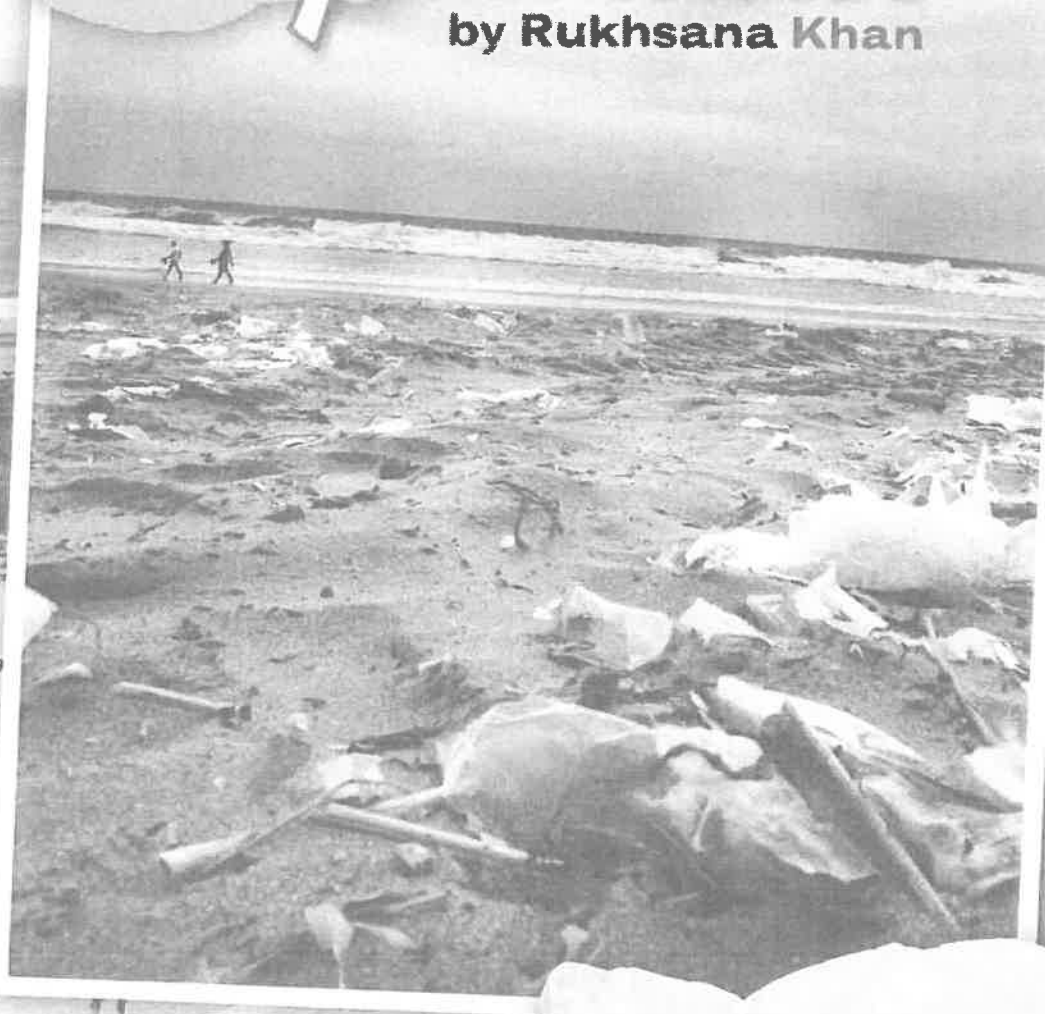
Before you begin reading, preview the text. Notice that an **informational text** in print is static, or unchanging. If you wanted to find more information about the topic of this text, how would you locate and access resources? Use these strategies when you read the text the first time.





Trashing *Paradise*

by Rukhsana Khan



AUDIO



ANNOTATE

Compare and Contrast Accounts

Identify and underline the concept that is the main topic of this text.

marred damaged; made ugly; marked

- 1 Close your eyes and imagine yourself on the tropical island of Bali, in Indonesia. Picture blue skies and palm trees. Think of white sand that runs through your fingers like powder. The smell of orchids and coconuts mingles with a gentle breeze from the Indian Ocean. Gigantic aqua waves curl offshore. People swim, surf, snorkel, and soak in the tropical vibes.
- 2 That's the Bali many people see in their mind's eye. It's the Bali that existed for most of the island's history.
- 3 Now picture another version of Bali. This one is marred by trash. Waste is piled high on roadsides. It floats in the aqua ocean and washes up on the white-sand beaches. The smell of garbage replaces the scent of flowers. Unfortunately, this is the reality of Bali today. Garbage, particularly in the form of plastic waste, is turning this onetime paradise into an environmental nightmare.



Vocabulary in Context

Context clues, such as word restatements, examples, and antonyms, can help you understand a word's meaning.

Use sentences in paragraphs 4 and 5 to determine the meaning of *biodegradable*.

Underline clues that support your definition.

disposable single-use; designed to be thrown away

- 4 For most of its history, Bali really was a paradise. The Balinese people created little or no trash. They used cloth bags to carry what they needed. They used banana leaves, coconut shells, and other natural items as wrappings and plates for their food. Most of what they threw out was biodegradable. That means it decomposed, or rotted. It didn't create pollution. Bali's environment was in balance.
- 5 Then convenience came to Bali. It came in the form of disposable plastic containers, plastic bags, and other nonbiodegradable products. Soon everyone was drinking from plastic bottles. Store clerks were putting even the smallest purchase—say, a pack of chewing gum—into its own plastic bag.
- 6 The same thing was happening all around the world, of course, including the United States. Plastic, in particular, proved hard to resist. It's durable, lightweight, and waterproof. Almost overnight, plastic bags became a basic convenience of modern life. Few knew about or took the time to ask about the consequences of convenience.



CLOSE READ

Compare and Contrast Accounts

Underline details about how plastic is different from other materials. Is this information also presented in “Bye Bye Plastic Bags on Bali”?

crude oil unrefined liquid petroleum

- 7 Plastic is made from chemicals. Scientists take the chemicals from crude oil found deep inside the ground. Then they change the chemicals through reactions with other chemicals. That’s how they make polyurethane and other types of plastic. To make plastic bags, polyurethane is formed into pellets. Then the pellets are melted into a thin film. Machines cut the film into bags. The problem is that all plastics are different from anything that occurs in nature. That means nature doesn’t have an easy way to break them down. In fact, it can take hundreds or thousands of years for plastic to biodegrade. And in some cases, it never does.

Disposable plastic items do not break down the way objects made of natural materials do.



- 8 For several reasons, Bali has felt the effects of this increase in the use of plastic more harshly and more visibly than many other places.
- 9 One reason is that Bali is a small island. At a little more than 2,000 square miles, it's about the size of the state of Delaware. Someone could easily drive around the whole island in a day. Trash can pile up quickly in such a small place.
- 10 Another reason is that the Balinese are used to disposing of things by simply dropping them on the ground. When people carried food in banana leaves, this was fine. A dropped banana leaf soon breaks down and mixes with the soil. A dropped plastic container won't. However, longstanding habits are hard to break. In addition, many people simply don't consider the damage they're doing to the environment.
- 11 Tourists are a third reason for the trash problem—a *huge* reason. More than 3 million tourists visit Bali each year. They account for a large percentage of the hundreds of tons of plastic waste the island produces each day. They drink from countless plastic bottles or plastic bags. (Many small restaurants serve soft drinks in plastic bags, with straws, for convenience.) They get take-out food in plastic containers. They carry souvenirs in plastic bags. Often, they dispose of their trash thoughtlessly. They drop it out of their rental cars. They leave it sitting on the beach. Because they don't live on Bali, many tourists feel no responsibility to keep the island clean.



CLOSE READ

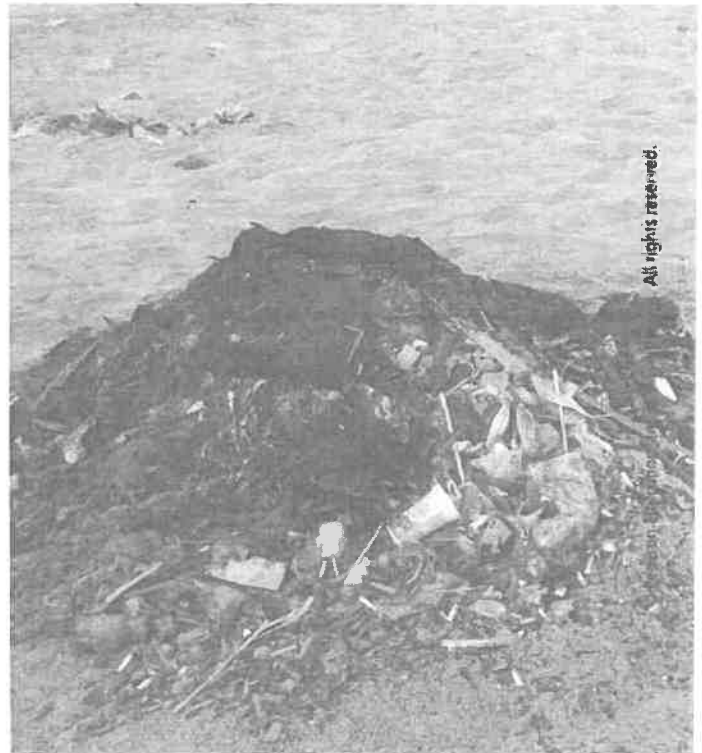
Use Text Evidence to Explain Concepts

Highlight text evidence that would help you explain why throwing trash on the ground is dangerous for Bali.

Use Text Evidence to Explain Concepts

Highlight text evidence that helps you explain why the amount of trash on Bali is increasing.

- 12 Then again, there really isn't any good way to dispose of garbage on the island. That's the fourth reason for Bali's trash troubles. According to one source, 75 percent of rubbish isn't picked up by any trash service. Bali's refuse collection and disposal services simply can't keep up with all the garbage produced by residents and tourists. How much garbage? According to the nonprofit R.O.L.E. (Rivers, Oceans, Lands, Ecology), an Indonesian organization that works to protect the environment, the average person on Bali produces about 6 pounds of potentially harmful solid waste per day. That's more than twice as much as the average person in Indonesia's capital city, Jakarta.
- 13 For the most part, the Balinese—like many other people around the world—have not developed adequate systems for waste management. Instead, they hide or eliminate trash in any way they can.



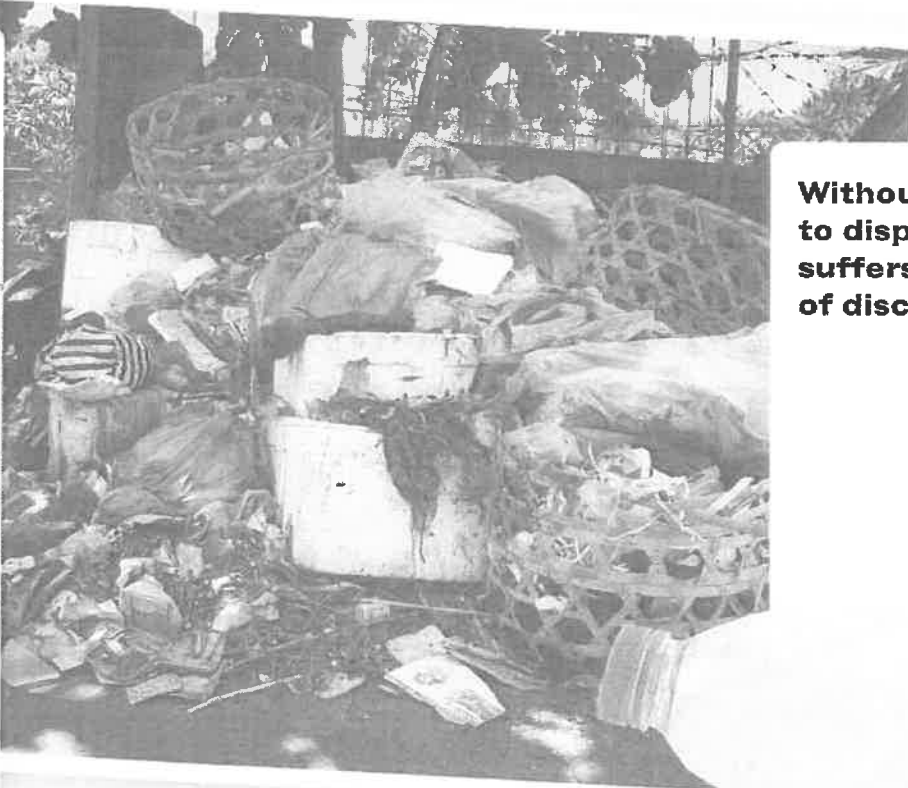
14 Many Bali businesses, such as hotels and restaurants, burn litter, including plastics, in public places. Bali isn't unique in this practice; experts estimate that 40 percent of the world's waste is eliminated through burning. To put it mildly, that's not a safe solution. Plastic products are made of polyethylene, a type of gas. Burning plastic releases toxic chemicals called dioxins into the air, which carries them short or long distances to contaminate both land and water. These toxins are linked to illnesses such as cancer, birth defects, and breathing disorders in both wildlife and people. Burning waste also releases carbon dioxide into the air. Studies link high levels of carbon dioxide to climate change.

15 Other businesses and individuals in Bali simply dump trash in rivers or on the side of the road. In many cases, they don't want to pay the fees required to use legal dumping spots.

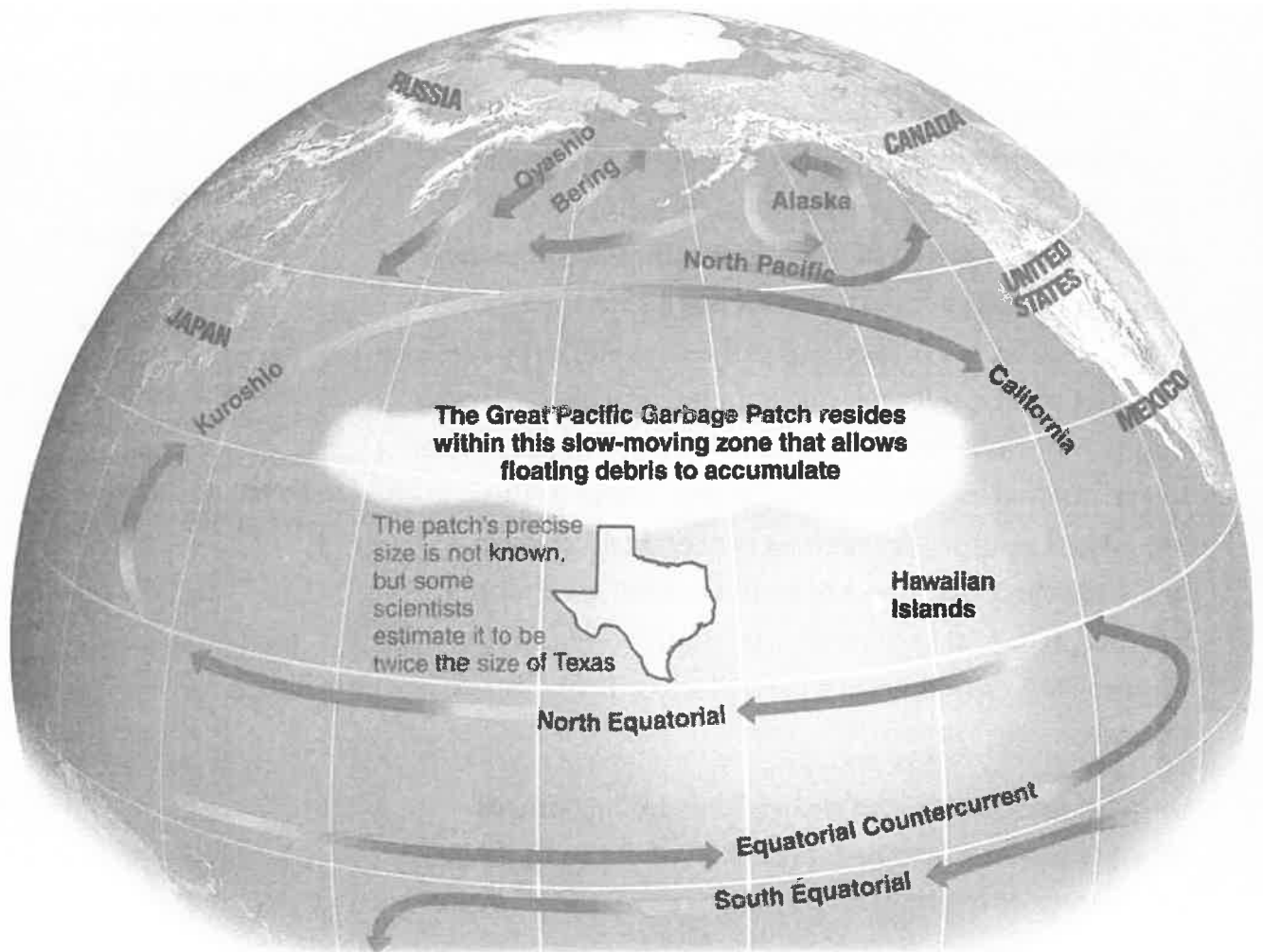
Compare and Contrast Accounts

Underline details in the text that help you explain the downsides of burning trash. Consider how this information builds on details presented in the video.

toxic poisonous



Without safe, reliable ways to dispose of trash, Bali suffers from the buildup of discarded objects.



CLOSE READ

Vocabulary in Context

Use **context clues** in paragraph 18 to determine the meaning of *marine life*.

Underline examples that support your definition of the term.

- 16 R.O.L.E. reports that every 24 hours, the Balinese dispose of almost 530,000 cubic feet of trash along roadways and at illegal dump sites. That's enough waste to fill six Olympic-size swimming pools. Beachside hotels often bury trash under the sand. Soon the tide comes up and washes the trash into the ocean. River trash often heads out to sea too. There it mingles with the trash that is washed or blown into the water from Bali's shore.
- 17 Much of the trash eventually washes back onto the shore. Some of it will float far from the island, perhaps ending up in the Indian Ocean Garbage Patch in the North Pacific Ocean. This area of floating trash is at least 2 million square miles in size. About 90 percent of it is plastic. The patch is one of five spread across Earth's oceans.

Compare and Contrast Accounts

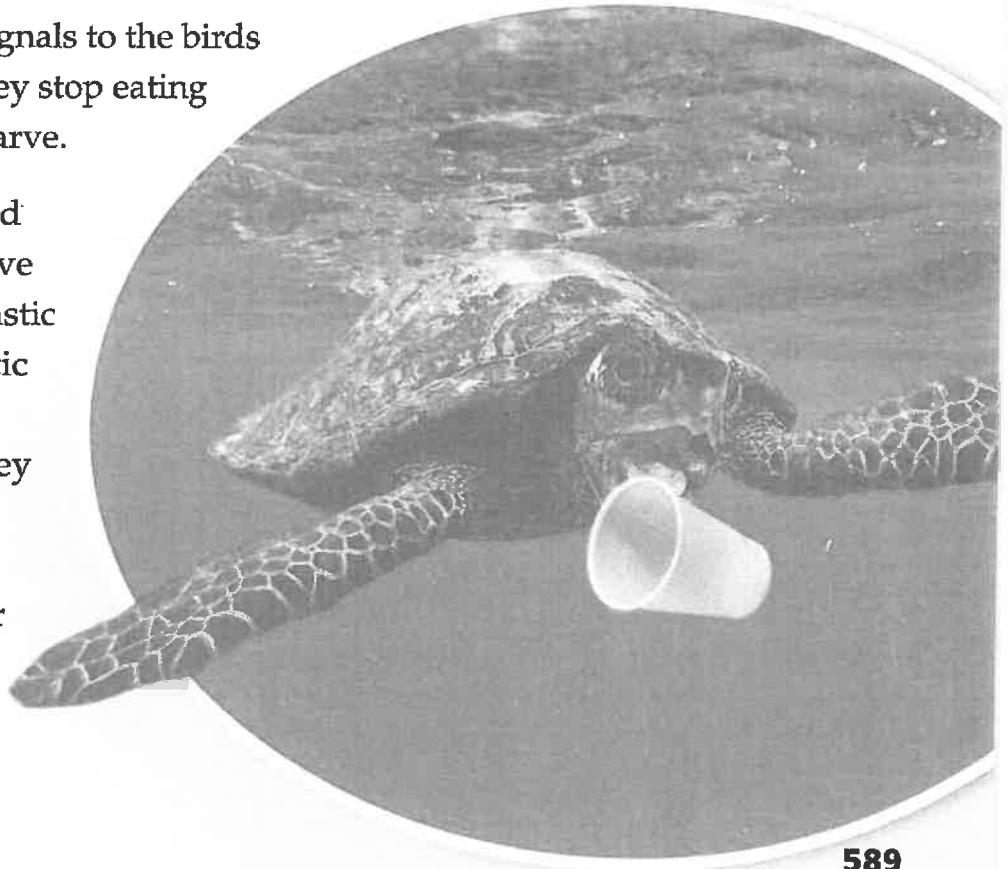
Underline details in paragraphs 19 and 20 that tell you why plastic is dangerous to animals. How does this reason for resolving plastic bag pollution compare to the reasons presented in the video?

Plastic trash can be dangerous to marine life.

18 Trash has a deadly effect on marine life. Plastic is the worst offender by far. Plastic doesn't biodegrade in the ocean. Sunlight and waves break some plastic items into smaller and smaller pieces, but they never disappear entirely. These tiny pieces are about the size of the plankton and algae that many sea creatures feed on. When birds or fish consume these plastic bits, they can get sick and die. If people eat the fish that consume the plastic, they can get sick too.

19 Many animals mistake larger pieces of plastic for food too. Leatherback sea turtles are one example. These turtles have been around for more than 100 million years, but today they are endangered, partially because they mistake plastic bags in the water for jellyfish, their favorite food. When they try to swallow a plastic bag, they suffocate. Scientists also have found traces of plastic in the turtles' eggs. Birds also eat large pieces of plastic, confusing things such as bottle caps with food. Mother birds even mistakenly feed plastic pieces to their babies. Sometimes the birds' stomachs fill up with plastic. This signals to the birds that they are full, so they stop eating real food. Then they starve.

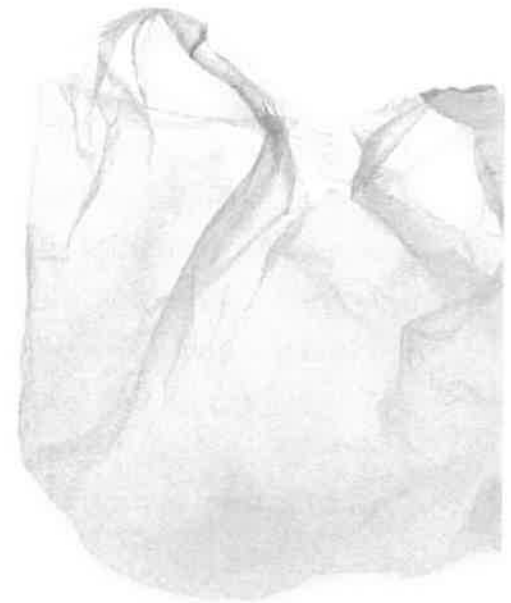
20 Seals, manta rays, and black-tipped sharks have all been found with plastic in their stomachs. Plastic bags also wrap around these sea animals so they can't swim. Bags even suffocate the beautiful living coral on the floor of the Indian Ocean.



Compare and Contrast Accounts

Underline a key idea about Bali's tourism economy that is supported by details in both texts.

- 21 Nature does its share to make Bali's trash problem worse, or at least more obvious. Because Bali is a tropical island, it's greatly affected by the tides and by seasonal weather patterns. During Bali's rainy season, much of the island's trash washes out to sea. Then, during the winter season, from December to February or March, wind, waves, and strong currents drive the trash back to shore. It washes up on the sand or bobs nearby in the water. That's why winter in Bali has come to be known as "trash season." The cycle repeats every year. However, the amount of trash that goes out and comes back in gets bigger and bigger. It never goes away entirely.
- 22 Needless to say, all this garbage is bad for Bali's tourism business. No one wants to swim, snorkel, surf, or sunbathe at trash-infested beaches. A decrease in tourists might help slow the buildup of trash, but it would also damage the island's economy. Much of Bali's economy is based on tourist dollars. Tourists support many stores, restaurants, hotels, and other businesses on the island.
- 23 Those who fish—whether to feed their families or to make a living—suffer from the trash problem too. Anyone aware of the effects of plastic on fish will hesitate to eat seafood from the waters surrounding Bali. In addition, plastic gets tangled in fishing nets. It also damages boat propellers and other equipment.



Use Text Evidence to Explain Concepts

Highlight text evidence you can use to explain the government's reaction.

phenomenon something that can be studied or observed; event

24 The Balinese government was slow to address the island's trash problem. It was also seemingly slow to understand the causes. Bali's governor, Made Mangku Pastika, called the issue a "natural phenomenon." He blamed the rains and the tides for the repeated cycle of trash washing out and back in again, but he didn't address the problem of where the trash came from in the first place. Understandably, he didn't want to point the finger of blame at tourists, or hotels, or restaurants, or any one group. However, to bring about change, everyone on the island had to become aware of the problem. And they had to understand their role in creating it.



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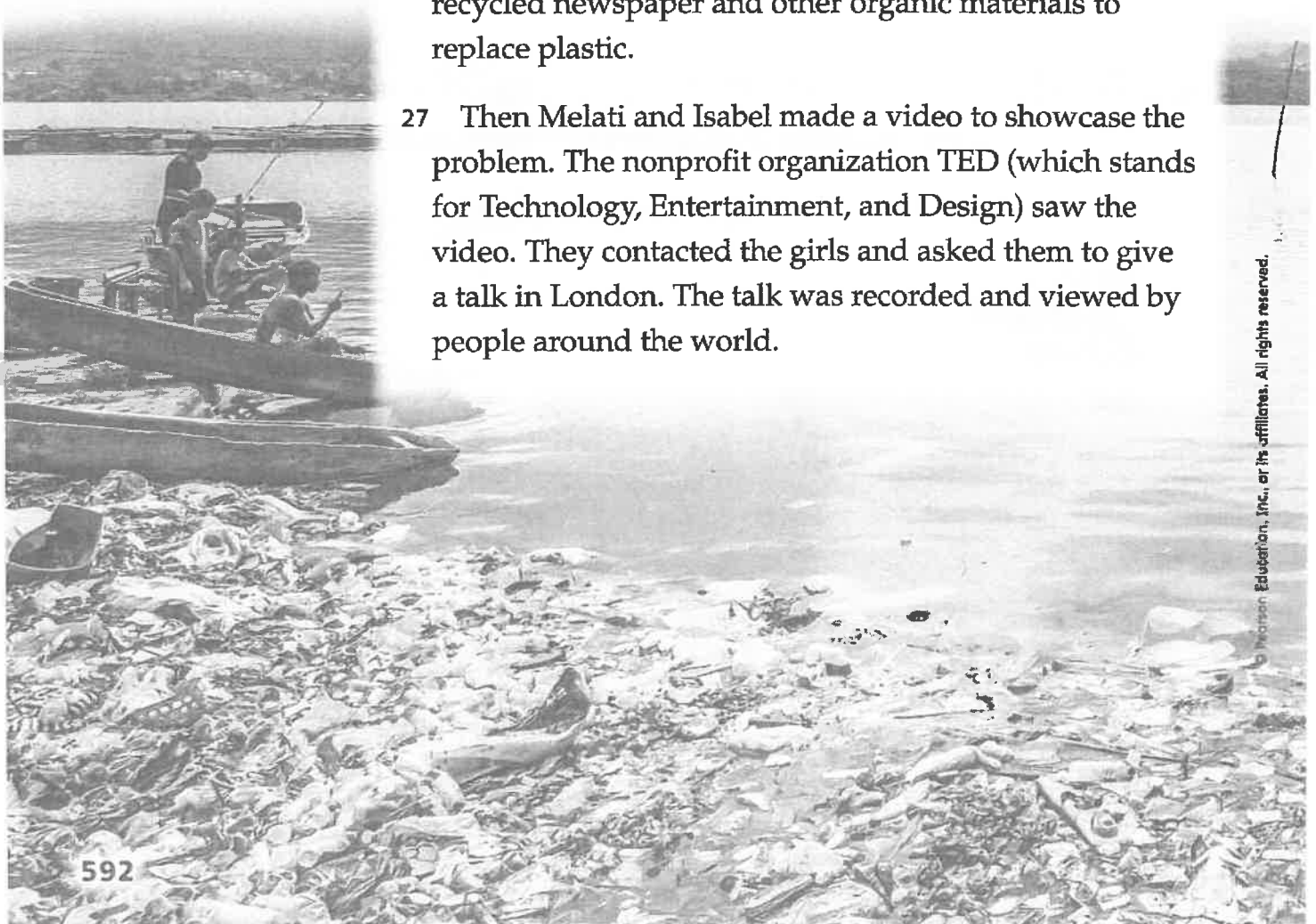
Compare and Contrast Accounts

Identify and underline details that tell you what inspired the Wijsen sisters to do something about the trash. How does this information show that *Trashing Paradise* is a secondhand account?

25 Because the government wasn't doing anything, it was up to individuals to take action. In 2013, a pair of sisters named Melati and Isabel Wijsen, then ages 13 and 10, stepped up to help their island. They were appalled by the plastic waste piling up and washing up around them. They wanted to convince people to change their trash-making ways. At first they weren't sure how to tackle such an enormous issue. Then the girls decided to focus on one crucial part of the problem: plastic bags. In Melati and Isabel's view, the bags were not only deadly but also entirely unnecessary.

26 The sisters named their project Bye Bye Plastic Bags. They found a group of like-minded kids to work with them. Then they created petitions and developed educational presentations to raise awareness. They spoke at markets and festivals. They held beach cleanup events. They gave out net bags and bags made of recycled newspaper and other organic materials to replace plastic.

27 Then Melati and Isabel made a video to showcase the problem. The nonprofit organization TED (which stands for Technology, Entertainment, and Design) saw the video. They contacted the girls and asked them to give a talk in London. The talk was recorded and viewed by people around the world.

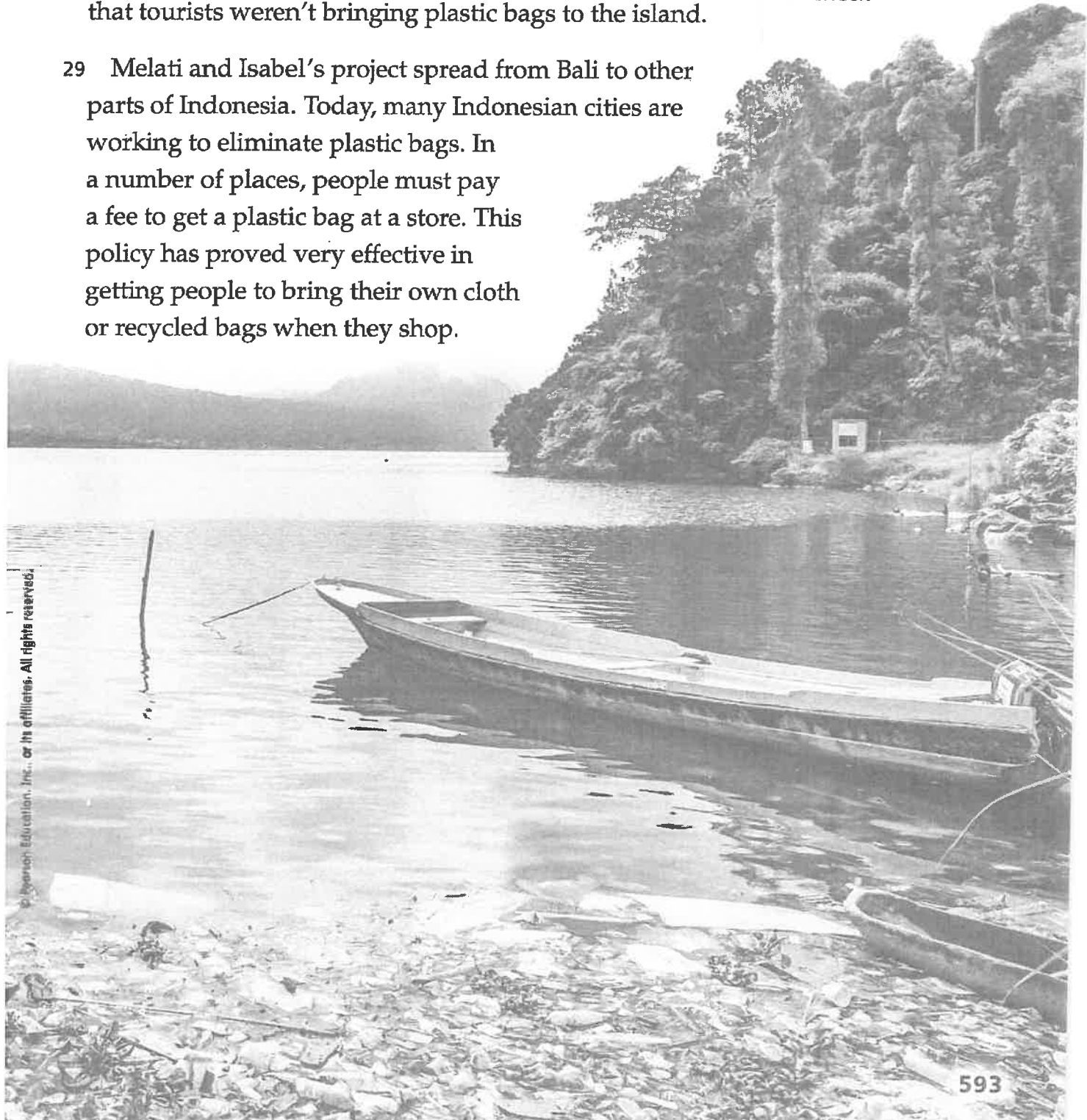


Use Text Evidence to Explain Concepts

Highlight details that help you explain how the Wijzen sisters had an effect.

28 Melati and Isabel got people to pay attention. That was the first, crucial step to making real change in Bali. The sisters talked to the head of the United Nations and to Jane Goodall, who gave advice about how to grow a network of followers and activists. Finally, they even got the governor of Bali on their side. He signed a pledge that Bali would become plastic-bag free by 2018. In 2016, officials at Bali's airport started making sure that tourists weren't bringing plastic bags to the island.

29 Melati and Isabel's project spread from Bali to other parts of Indonesia. Today, many Indonesian cities are working to eliminate plastic bags. In a number of places, people must pay a fee to get a plastic bag at a store. This policy has proved very effective in getting people to bring their own cloth or recycled bags when they shop.



Use Text Evidence to Explain Concepts

Highlight additional details that you could use to explain effects of what the Wijsen sisters started.

30 The sisters are now focused on creating an educational book for elementary school students. It will be filled with information about pollution, waste management, and alternatives to plastic bags and other plastic products. Melati noted, “Change doesn’t happen if no one is educated.”

31 Many other individuals and organizations are now taking action too. For example, groups of surfers and companies that sell surfing equipment have organized regular beach-cleanup days on Bali. In one recent event, they cleaned up more than 1 million pounds of trash from Bali’s Kuta, Legian, Semanak, Jimbaran, and Kedonganan beaches. Other organizations, such as the nonprofit group Bali Fokus, are sharing the message “Free Bali from plastic.” They’re encouraging both residents and tourists to find alternatives to waste products. Bali Fokus and other local organizations are also working to develop better waste management facilities for the island.

Individuals can join together and work to make a positive change in the environment.

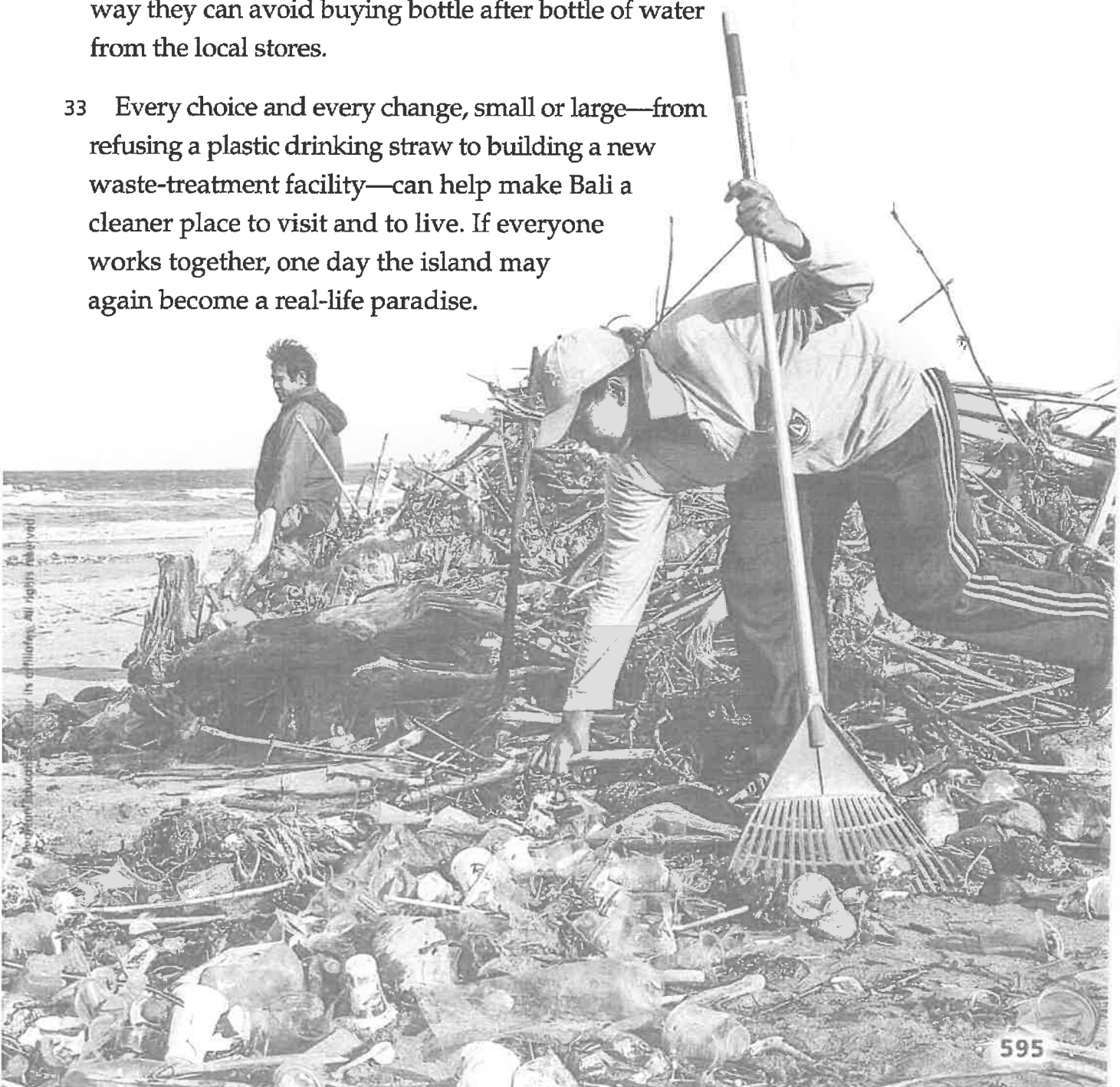


Compare and Contrast Accounts

Underline the author's main point in the text.

32 Bali's future depends on the work of these individuals and groups. It also depends on the cooperation of Bali's residents and its visitors. Environmentalists now urge tourists to plan ahead to make their visit as eco-friendly as possible. Before booking a room, for example, tourists should check to make sure their hotel follows proper waste-management procedures. Because foreigners shouldn't drink local water (which might make them sick), they should also check to see whether hotels have dispensers for boiled water, which is safe to drink. That way they can avoid buying bottle after bottle of water from the local stores.

33 Every choice and every change, small or large—from refusing a plastic drinking straw to building a new waste-treatment facility—can help make Bali a cleaner place to visit and to live. If everyone works together, one day the island may again become a real-life paradise.





Melati and Isabel Wijsen were only ten and thirteen years old when they launched their campaign to ban plastic bags in Bali. “Don’t ever let anyone tell you that you’re too young,” Melati tells others who want to make a difference with their actions.

Bye Bye Plastic Bags on Bali

Preview Vocabulary

As you view “Bye Bye Plastic Bags on Bali,” pay attention to this vocabulary word. Notice how it connects to a key concept in the video.

initiative

View and Compare

Before you begin, establish a purpose for viewing. As you watch, compare the video to *Trashing Paradise*. Consider the focus and the kind of information provided in both texts.

| | |
|--|--|
| <p style="text-align: center;">Notice</p> <p>Is the video a firsthand or a secondhand account? How do you know?</p> | <p style="text-align: center;">Generate Questions</p> <p>during and after viewing to deepen your understanding of the topic.</p> |
| <p style="text-align: center;">Connect</p> <p>facts and examples in this video to what you learned from <i>Trashing Paradise</i>.</p> | <p style="text-align: center;">Respond</p> <p>by planning a video of your own in which you address questions to Melati and Isabel Wijsen.</p> |

First Read

Bye Bye Plastic Bags on Bali

by Melati and
Isabel Wijsen

BACKGROUND

Melati and Isabel Wijsen asked themselves how they could make a positive impact on the world. They identified a problem and proposed a solution. In 2013, these sisters launched a successful campaign to propose and pass a law banning plastic bags on Bali. This video helped the Wijsens become known internationally as founders of a global activism initiative. See PearsonRealize.com to access the link to the video.



CLOSE READ

Compare and Contrast Accounts

Identify why the speakers created this video. How is this account similar to and different from *Trashing Paradise*? Is the video a firsthand or secondhand account?

initiative an act, process, or program that starts something



Develop Vocabulary

In informational text, authors choose words to affect how readers interpret, or think about, facts. Words have dictionary definitions that are called **denotations**. Words also have **connotations**. These are feelings that readers have when they see the words.

Connotations depend on readers' experiences. A word may have a positive connotation for some readers and a negative connotation for other readers.

My TURN Read each word in context and its denotation. Write whether the word's connotation is negative, neutral, or positive. Then answer the question.

| Word in Context | Word in Context | Word in Context |
|---|---|---|
| <i>Now picture another version of Bali. This one is marred by trash.</i> | <i>It came in the form of disposable plastic containers.</i> | <i>Burning plastic releases toxic chemicals called dioxins into the air.</i> |
| Denotation | Denotation | Denotation |
| <i>damaged, made ugly, marked</i> | <i>single-use, designed to be thrown away</i> | <i>poisonous</i> |
| Connotation | Connotation | Connotation |
| | | |
| Question: | | |
| How do the three connotations affect your interpretation of plastic containers? | | |

Check for Understanding

My TURN Look back at the texts to answer the questions.

1. What characteristics do the informational text *Trashing Paradise* and the digital text “Bye Bye Plastic Bags on Bali” share?
2. How did tourists and residents make Bali less inviting than it once was? Give examples from the texts to support your answer.
3. Why should people around the world learn about the trash problem in Bali and about the Wijzen sisters? Use at least one quotation from a text to support your answer.
4. If you were in charge of communicating facts about a new, convenient way to dispose of trash, would you create a written informational text or a digital text? Explain your choice, using an example from each text to support your answer.

Compare and Contrast Accounts

To compare and contrast two accounts of the same topic or event, readers tell how the texts are similar and different. Readers also determine whether each text is a firsthand or secondhand account. A firsthand account is told by someone who has experienced the event. A secondhand account is told by someone who knows about the event but was not there at the time.

- MyTURN** Go to the Close Read notes in *Trashing Paradise* and “Bye Bye Plastic Bags on Bali.” Underline and note details that show how the texts approach the topic.
- Text Evidence** Use your underlined text to compare and contrast the accounts of the topic in the chart.

| <i>Trashing Paradise</i> | Both Texts | “Bye Bye Plastic Bags on Bali” |
|--------------------------|------------|--------------------------------|
| | | |

Use Text Evidence to Explain Concepts

To explain concepts in a text, readers use specific details, facts, and examples to clarify and relate to abstract ideas.

1. **My TURN** Go back to the Close Read notes and highlight ideas that help explain concepts.
2. **Text Evidence** Sort your highlighted text evidence into the correct category. Then use text evidence to explain one concept to a partner.

Concept: Problems with Plastic

Concept: Responding to Problems

Reflect and Share

Talk About it In *Trashing Paradise* and “Bye Bye Plastic Bags on Bali,” you learned about actions that Bali residents Melati and Isabel Wijsen took because they were appalled at all the trash they saw. What other texts have you read in which people’s environments inspired them to take action? Why do people care about their environments? Use examples from the texts to express and support your opinion about why people care.



Communicate Ideas Effectively When you express your opinion, employ speaking skills to make sure others understand you.

- Make eye contact. Look into the eyes of your listeners. When you meet someone’s eyes, your sincerity comes through.
- Speak at a natural rate. Try not to talk too fast.
- Speak at a conversational volume. Do not yell, but make sure you speak loudly enough for everyone to hear you.
- Enunciate. Slow down if you have to so that you clearly say long or unusual words.
- Use language conventions. Use clear and complete sentences to express your ideas.

Discuss your opinion in your small group. Support your opinion with accurate information.

Weekly Question

What happens to what we throw away?

Academic Vocabulary

Parts of Speech A word's meaning changes slightly with its part of speech. For example, as a verb, *walk* means to move with one's legs. As a noun, *walk* refers either to a surface on which one walks or to the activity of taking a walk. A word's context helps you determine its part of speech.

Learning Goal

I can use language to make connections between reading and writing.

My TURN For each sentence,

1. **Identify** the bold word's part of speech—noun, verb, or adjective—on the line.
2. **Write** your own sentence using the word in the same way.

1. The **border** between Canada and the United States runs down the center of the St. Clair River.

2. Sarnia, Ontario, **borders** the river on the east.

3. Please check the nutrition **label** on the bag of rice.

4. The researcher **labels** each sample as it is collected.

Word Parts *sub-*, *inter-*, *fore-*

The Greek and Latin word parts *sub-*, *inter-*, and *fore-* often give clues to a word's meaning. For example,

- ***sub-*** means “under,” “near,” or “part of”
In *subzero*, which means “under zero,” the word part is added to *zero*.
- ***inter-*** means “between”
In *interchange*, which means “to exchange,” the word part is added to *change*.
- ***fore-*** means “before” or “in front of”
In *forewarn*, which means “warn people before something happens,” the word part is added to *warn*.

MyTURN Use your knowledge of word parts as a clue to each word's meaning. Write your definitions on each line. Then use a print or digital dictionary to check your definitions.

| Word | Definition |
|--------------------|------------|
| foreground | |
| subway | |
| intercommunication | |
| subgroup | |
| forethought | |

Week 5, Assignment 1- Informational Text and Video Quiz

Your email address jamie_copenace@isd31.net will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Name: *

Your answer

Please read pages 578-579 in your textbook to select 3 features of a digital text. Hint: Use your anchor chart on page 579 to help. *

3 points

- Mario and Luigi
- Link or Hyperlink
- Video
- Realistic characters and setting
- Address or URL

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Week 5 Assignment 2-Vocabulary Preview

Please guess the meaning of each word. Then, use your book (pages 581-595) or a dictionary to write the correct definition in a complete sentence.

| Word | My Guess | Correct Definition |
|-----------------------|----------|--------------------|
| Marred (page 582) | | |
| Disposable (page 583) | | |
| Crude Oil (page 584) | | |
| Toxic (page 587) | | |
| Phenomenon (page 591) | | |

Week 5 Assignment 3-Word Parts

Word Study

Word Parts *sub-*, *inter-*, *fore-*

Greek and Latin word parts can give clues to a word's meaning.

- *fore-* means "before" or "in front of"
- *inter-* means "between"
- *sub-* means "under," "below," "near," or "part of"

MyTURN Write a simple definition for each word below based on your knowledge of Greek and Latin word parts. Confirm your definitions in a dictionary.

| Word | Definition |
|--------------------|------------|
| foreground | |
| subway | |
| intercommunication | |
| subgroup | |
| forethought | |

Please practice your comparing and contrasting by showing what you know about dogs and cats. There is one correct answer per question. *

| | Dog | Cats | Both | Neither |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Has Paws | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Likes to poop in the sandbox | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has hair or fur | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hatches from an egg | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has acute (accurate) hearing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Has a tail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wears glasses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Barks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Purrs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enjoys swimming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Instructions Student work

Week 5, Assignment 5 "Trashing Paradise" Weekly Story



 **Trisha Richardson** Mar 19 (Edited Mar 19)

Please read "Trashing Paradise" on pages 581-595 of the MyView textbook.

Class comments



ANTHONY GARDNER



Week 5 Assignment 6 Vocabulary Check

Please choose the best answer to match the definition to the vocabulary word.

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* Required

*

Option 1

Damaged; made ugly; marked *

1 point

- marred
- disposable
- crude oil
- toxic
- phenomenon

Poisonous *

1 point

- phenomenon
- toxic
- crude oil
- marred
- disposable



Unrefined liquid petroleum *

1 point

- disposable
- marred
- toxic
- phenomenon
- crude oil

Something that can be studied or observed; event *

1 point

- phenomenon
- crude oil
- toxic
- marred
- disposable

Single-use; designed to be thrown away *

1 point

- phenomenal
- toxic
- crude oil
- disposable
- marred



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Word Parts sub-, inter-, fore-

Greek and Latin word parts can give clues to a word's meaning.

fore- means "before" or "in front of"

inter- means "between"

sub- means "under," "below," "near," or "part of"

Your email address (**jamie_copenace@isd31.net**) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Name: *

Your answer

The word "substandard" means

1 point

- Above the standard.
- Average
- Below the standard.
- The fort you are building in your backyard

The word "interlock" means

1 point

- To come apart.
- The name of the Loch Ness Monster's baby.
- The style of lock you use on a school locker.
- To fit together.



The word "forecast" means

1 point

- Telling a bedtime story to a sibling.
- Predicting the weather before it happens.
- Remembering an event from your past.
- Predicting the weather after it happens.

The word, "subway" means

1 point

- A restaurant serving great sandwiches.
- A type of transportation that allows you to fly through the air.
- The name of my dog.
- A train that goes underground.



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Week 5 Assignment 8 Using Text Evidence

Using evidence from the text, please answer the questions below using complete sentences.

* Required

Name: *

Your answer

Please list three reasons why people in Bali litter. Hint: find evidence in paragraphs 9, 10, and 11 on page 585 and paragraph 12 on page 588. *

Your answer

Why was the Bali government slow to respond to the trash problem? Reread paragraph 24 on page 591 to find text details to support your answer. Write your answer in complete sentences. *

Your answer

In paragraphs 28 and 29 on page 593, what text evidence explains the positive effects of Melati and Isabel Wijsen's work? *

Your answer

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Vocabulary

Directions: Choose the word or word group that has about the same meaning as the underlined word.

- 1 The landslide marred the popular hiking trail.
 - A created
 - B damaged
 - C opened up
 - D stopped at

- 2 Plastic foam cups are considered a disposable item.
 - F flexible
 - G single-use
 - H hard to break
 - J new and improved

- 3 Many different products are made from crude oil.
 - A natural gas
 - B a watery form of coal
 - C unrefined liquid petroleum
 - D liquid used to preserve objects

- 4 Some chemicals are toxic.
 - F harmless
 - G helpful
 - H poisonous
 - J valuable

Directions: Read the question. Then choose the best answer.

- 5 Which word is a synonym for phenomenon in the sentence below?
A total solar eclipse is a phenomenon that occurs rarely.
 - A event
 - B problem
 - C storm
 - D sunset

Word Study

Directions: Choose the word that has the meaning of the boldfaced definition.

6 to fit together

- F interact
- G interim
- H interject
- J interlock

7 a person serving in place of another

- A subject
- B substitute
- C subtraction
- D subterranean

8 to predict the weather before it occurs

- F foreground
- G forebode
- H forecast
- J foregone

9 a train that goes underground

- A subcontinent
- B subject
- C submit
- D subway

Directions: Read the question. Then choose the best answer.

10 A reader can use the prefix *inter-* to determine that the word interview means —

- F to talk softly
- G to research ideas
- H to work with others
- J to talk between people

Reading Comprehension

Directions: Read the selections. Then answer each question.

Why Litter?

- 1 You may have heard the word *litter* before. But what is it exactly? Litter is trash that is not in the correct place. Instead of garbage going into a trash can or a recycling bin, litter is our unwanted things that end up in public places.
- 2 Most litter is caused by people dropping or throwing items they no longer want on the ground. People in cars cause some of the litter along streets, but people walking around are also responsible for some litter.
- 3 People are more likely to litter when they see garbage already on the ground. When they see other garbage, they feel that it is fine to get rid of their garbage this way too. There are also people who feel they are not responsible for keeping public places like beaches and parks clean. They believe that someone else should clean up after them.
- 4 Not only is litter ugly to look at, it is expensive and can be dangerous. Cleaning up litter costs the United States billions of dollars each year. Litter is also harmful to the health of animals and plants living in water.

Texas Fourth-Grade Class Cleans Up

- 1 A group of fourth-grade students from Texas worried about how litter was hurting their community. They disliked seeing trash in their parks and on their streets. The students worked together to create a play about littering. The play talked about why people litter and what each person in their community and state can do to help. People who watched the play talked about how they learned new things about littering, and said they wanted to help to solve the problem.

- 11** Which statement best explains a harmful effect posed by littering in “Why Litter?”
- A** Litter on roadsides can damage cars.
 - B** Litter makes the landscape look ugly.
 - C** Litter can hurt people when they try to clean it up.
 - D** Litter can harm the health of animals and plants living in water.
- 12** Which detail from “Texas Fourth-Grade Class Cleans Up” explains why the fourth graders decided to do something about litter?
- F** *They disliked seeing trash in their parks and on their streets.*
 - G** *The students worked together to create a play about littering.*
 - H** *The play talked about why people litter and what each person in their community and state can do to help.*
 - J** *People who watched the play talked about how they learned new things about littering, and said they wanted to help to solve the problem.*
- 13** Which sentence from “Why Litter?” best explains why some people litter?
- A** *Litter is trash that is not in the correct place.*
 - B** *People in cars cause some of the litter along streets, but people walking around are also responsible for some litter.*
 - C** *When they see other garbage, they feel that it is fine to get rid of their garbage this way too.*
 - D** *Cleaning up litter costs the United States billions of dollars each year.*

WEEK 5: WRITING

April 27 - May 1

DAY 1:

Write a minimum of 5 complete sentences.

If you could add one thing to our playground, what would it be? Why?

DAY 2:

Write a minimum of 5 complete sentences.

What do you want to be when you grow up? How will you achieve your dream?

DAY 3:

Write a minimum of 5 complete sentences.

If you could have dinner with anyone, who would it be? Why?

DAY 4:

Write a minimum of 5 complete sentences.

Pretend you are trapped on a deserted island. What are five items that you would like to have with you? Why?

DAY 5:

Write a minimum of 5 complete sentences.

I'm looking for a new book to read! What book would you recommend? Persuade or convince me to read your book.