CANYONS
SCHOOL DISTRICT

Home Learning Resources Grade 4

CANYONS SCHOOL DISTRICT

Home Learning with Digital Options: Grades 3-5

Listed below you will find options for students to review and practice previously learned content outside of school.

Subject	Menu of Learning Opportunities
ELA-Reading	• Read for 20-30 minutes. • Retell what was read to another person. • Write a summary of what was read. • 20 minutes of student reading: choral with another person, or individually read. • Read a difficult text aloud with an adult or sibling using dyad reading. Discuss what was read with another person and consider using 2-5 question prompts. • 20-30 minutes of Digital learning using Lexia, Imagine Learning, or iReady. • Access Pearson to review text, listen to text, view videos and play games.
ELA-Writing	• Write a summary of what was read. Consider using a four-square graphic organizer to build ideas before writing. • Respond to a generic prompt. • Tell, draw or act out a story you have read or created.
Math	• Practice multiplication and division facts using the linked activities (also available in printed form, see below) • Tell a multiplication and division story with objects • Measure objects in your environment • Cook or bake using a recipe • Access Pearson to view videos and play games • 20 -30 minutes a day for Digital Learning using; ST Math, iReady, Dreambox or Reflex
Science/Social Studies	• Cook or bake using a recipe with an adult • Read science or social studies books • Talk, draw, write about natural things in our world • Build a structure with items around you. • Read from the Open Educational Resource textbook • National Geographic for kids, videos • Digital Science Online videos/activities (login: online password: school) • Newsela article with writing or quiz on science/social studies topic work with another person

Special Education (Resource, ABS/ACC) and/or English Language Learners	Consider scaffolds, accomodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to: references for prior knowledge to provide foundation for review sentence starters and frames for writing activities graphic organizers that support students visualize relationships between facts, concepts and ideas visuals to support language and comprehension

Links and Log In Guidelines

Utah Education Network:
Learn at Home
Utah's Online Library

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to https://onlinelibrary.uen.org
Login Name: online
Password: school

Digital Text Resources for all grades
Wellness Resources link
Student Resources link

Open Educational Resource https://www.uen.org/oer/
National Geographic for kids, videos https://kids.nationalgeographic.com
Digital Science Online https://www.visuallearningsys.com/subscription-login
User Name: online Password: school
Newsela article https://newsela.com

Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use.
Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc.)

Logging into Clever at home
Logging into Pearson at home

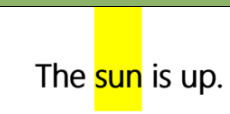
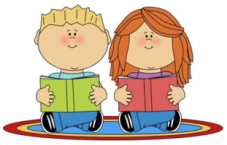
CANYONS
SCHOOL DISTRICT

Home Learning Parent Resources All Grades

Table of Contents

Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom here. Specific routines explaining each phase in a sequence here. A Fluency Expression Rubric is downloadable for providing feedback to students using the pillars of fluency: expression *(prosody)*, phrasing, smoothness, and pace.

Active Reading Strategies Scaffolding Descriptions	
CLOZE 	Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.
ECHO 	Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.
DUET 	Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.
CHORAL 	Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.
PARTNER 	Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.
WHISPER 	Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

Dyad Reading:
The following pages identify great oral reading practices that can easily be done at home.

Directions:

1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

"What a child can do in cooperation today he can do alone tomorrow." (Vygotsky, 1962, p. 104).

1. Revisit book or portion of text read

1. Revisit book or portion of text read

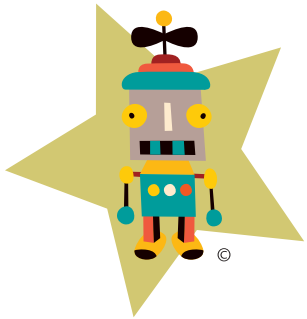
1–2 minutes

MATERIALS:

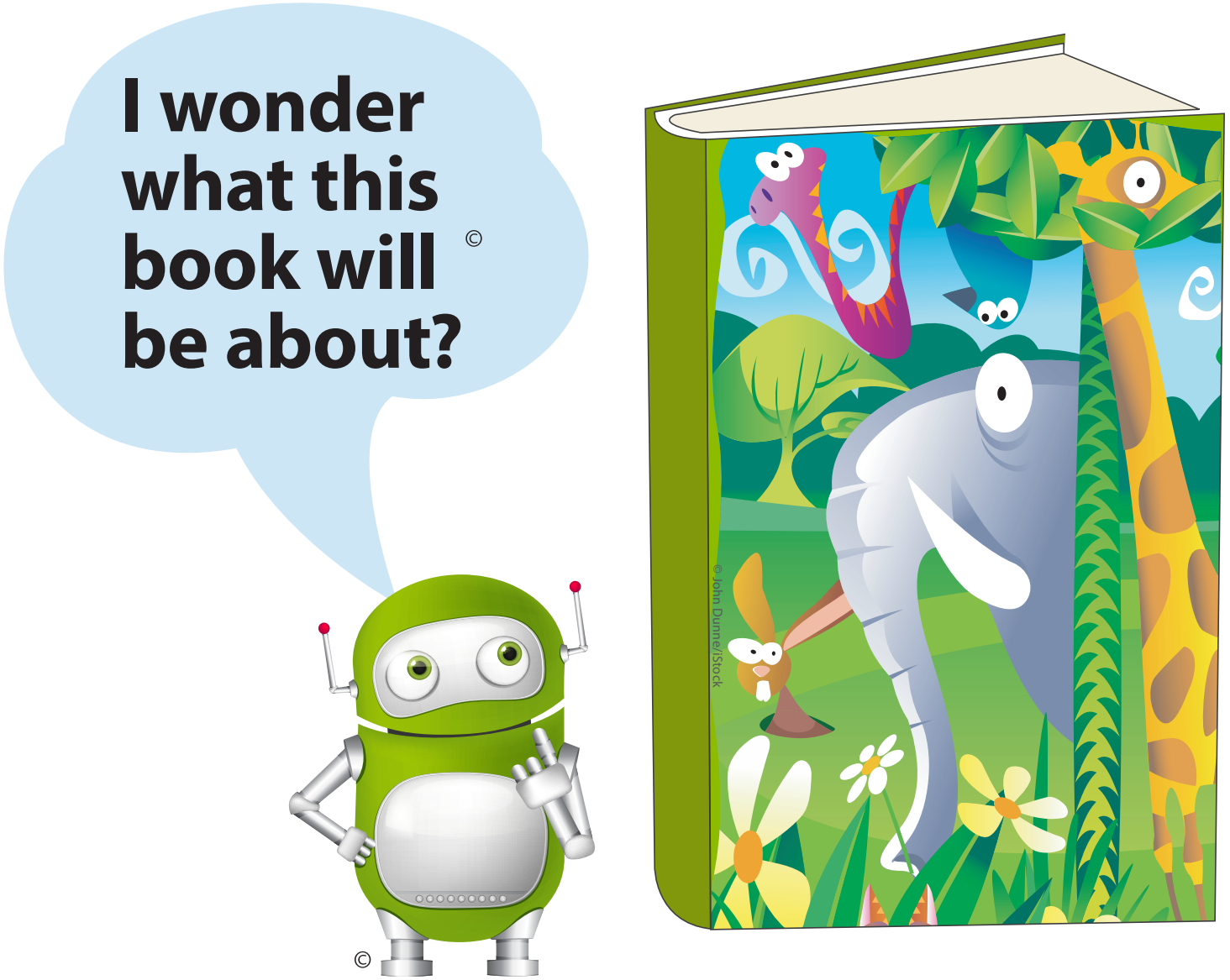
Book from previous session, **Partners in Dyad Reading lesson plan**

ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

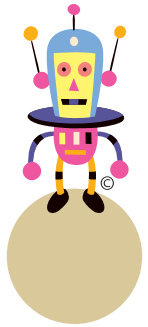
New book with appropriate level of challenge for the student, **Partners in Dyad Reading lesson plan**

ACTIVITY:

1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.



RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad Reading lesson plan**.

3. Read new book/chapter and monitor comprehension.

3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), **Partners in Dyad Reading lesson plan,** Story Face Chart for narrative text

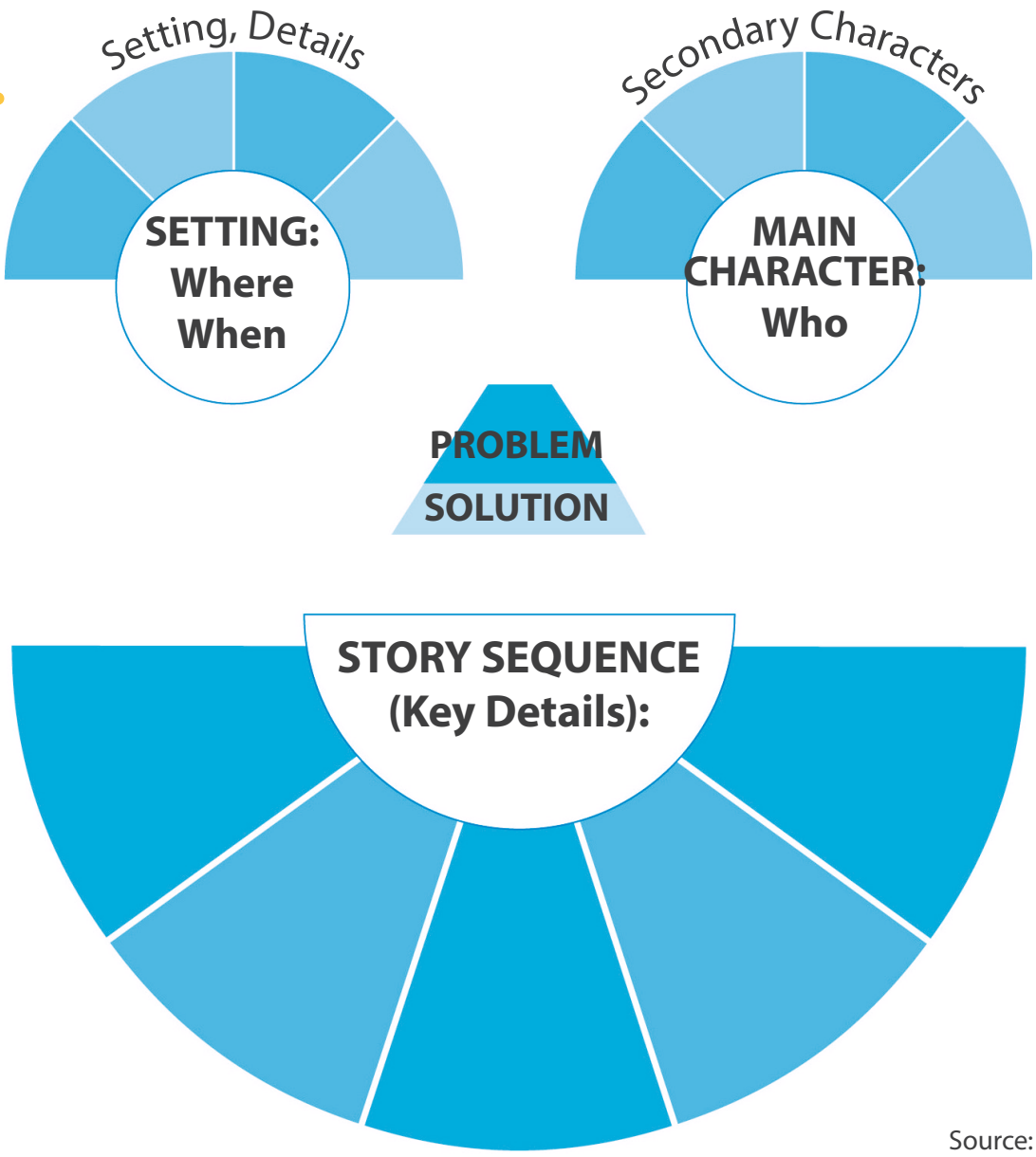
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the Partners in Dyad Reading lesson plan.

DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

Story Face Chart

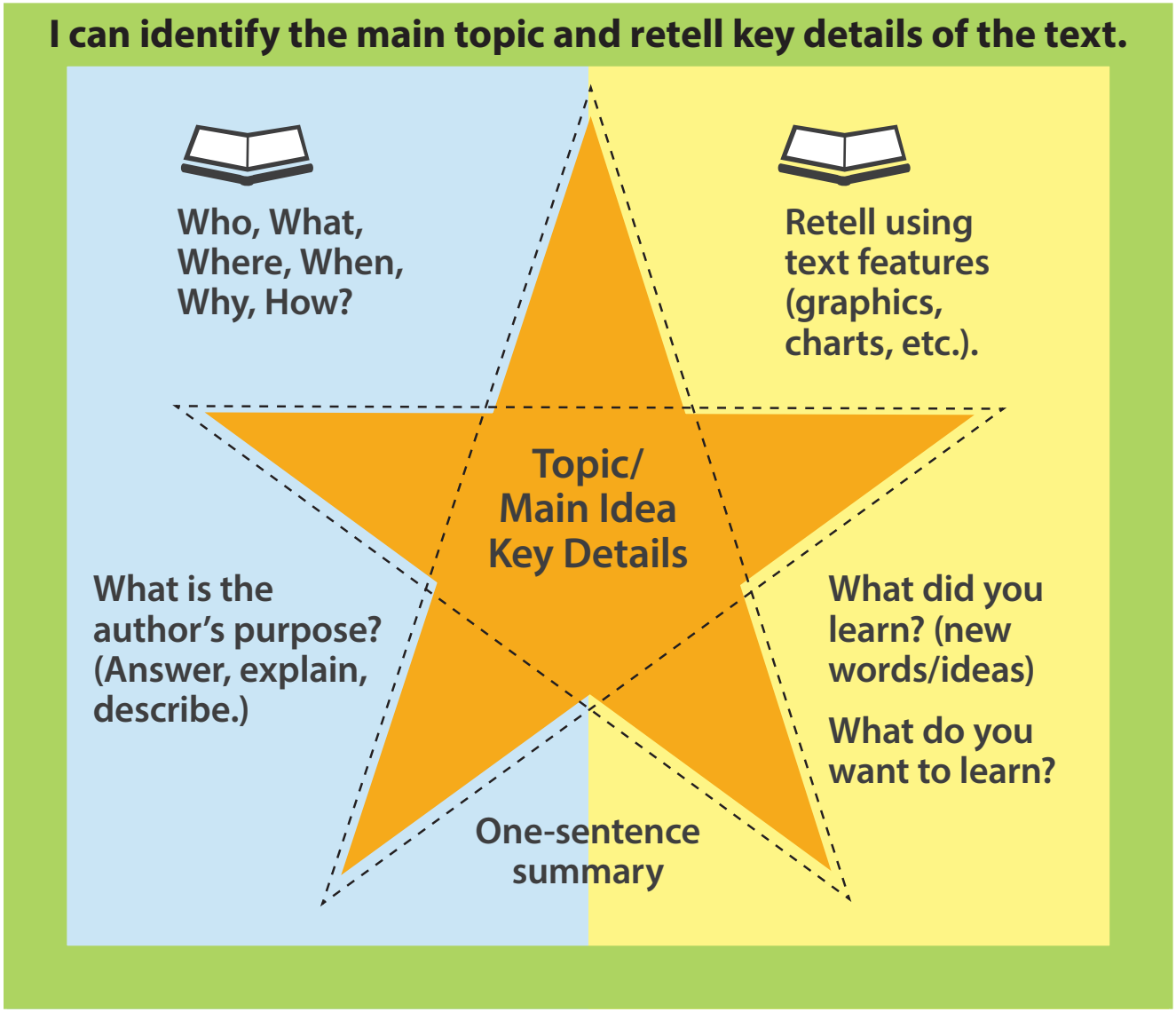


Perspective: Who's telling the story?

What does the author want us to understand?

Source: *The Reading Teacher,* Vol. 54, No. 1, September 2000.

Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Text Question Prompts

Text Dependent Questions

Key Ideas and Details		
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**	**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
• What are the key ideas in this **text**/story? • What can you infer from the title, headings, and anecdotes in this book? • Who was the most important character in the story? What makes • Who, what, where, when, how questions • What key details help support the main idea of _____? • What key details and/or examples support the main idea of _____? • What have you learned from this [text]?	• Retell the story. • What is the story or article beginning to be about? • What is the theme of the story? • What message was the author trying to share? • What could the main character have learned that I could also learn? • • What was a moral or lesson in the story? • Summarize the text. • Retell the (fables, folk tales from diverse cultures). • What is the main idea of this text? • What are the 2 or more main ideas in this text? • What key supporting details did the author cite?	• Identify characters, setting, major events, • Explain key details that support the author's message. • Compare and contrast (characters, setting, events, etc.). • Explain how _____ and _____ interact in this story. • Describe how (name of character) respond to (major event and/or challenge). • Explain how (name of character) changed in the story. • Why does _____ think about _____? • How does _____feel about _____? • How does _____show persistence (or other character trait) in _____? • How does this help the reader learn more about _____'s character? • What can we infer about the characters _____and _____? • What do readers learn about the family's relationship from this section? • What does _____'s conversation with _____reveal? • What event did the author include to show the reader _____? • Describe connections between _____. • Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it. • Explain the procedures described in this article.

Text Dependent Questions

Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**	**6. Assess how point of view or purpose shapes the content and style of a text.**
• What does (word or phrase from the story, figurative language, sensory word,) mean? • What does *Herculean* (or other Mythology vocabulary) mean in this story? • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song • What kind of text is this? (poem, drama, prose, etc.) How do you know? • Explain the meaning of (general academic vocabulary word). • Explain what (domain/content specific word) means. • Which words really call our attention here? What do we notice as we reread them? • How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?	• What was the (problem, solution)? • How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text? • What text structure did the author use in this text? • What kind of text is this? (story, article, etc.) • Look back at the text and see if you can divide it into parts. What parts does the author include? • Describe the story structure, including beginning, middle, and ending • Describe the (action, setting) in the story. • Explain the (structure elements: verse, rhythm, meter of this poem). • Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play. • What might have happened if _____ hadn't happened first? • How did the author organize the ideas in the (article, book, etc.)? • Explain how you know that the author used a _____ text structure. • What text structure did the author use?	• From what point of view is this story told? • Who is narrating the story? How do we know? • Through whose eyes did you see this story? • Read (two or more accounts of the same event/topic). Analyze the information the authors present. • What similarities and/or differences are there in (titles of two texts on similar topics)? • How does the author feel about (topic)? • How did the graphics help you understand the section about _____? • Distinguish between information provided by pictures and words in the text. • How does your own point of view compare to the author of _____?

Text Dependent Questions

Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**	**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
• Describe (character, setting, event). Use specific examples from the illustrations and/or words. • Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. • How did the author use illustrations to engage the reader in the events of the story? • How do the (visual/multimedia elements) help the reader understand the author's message? • Use illustrations and details in a text to describe key ideas. • What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? • How did search tools (key words, side bars, hyperlinks) help the reader? • How do the [pictures, etc.] help convey the mood of the story?	• ***Not applicable in Literature—Information Texts only*** • Identify the reasons an author gives to support his key point(s). • Explain how author uses reasons and evidence to support the main idea of _____. • Identify which reasons/evidence support which point(s). • What is the author's point of view on the topic? What in the text makes you say that? • Describe logical connections between specific sentences and paragraphs. • Explain cause and effect relationships in the story/text. • What was the tone of the story/text?	• Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). • Identify similarities and differences between two texts on the same topic. • Read several texts on the same topic. Write a speech using information from each of source. • Compare the text to: a movie, webpage, video game, piece of art or music, or other media. • How does this selection connect to the theme of _____? • How does this selection connect to (other text we have read, content area, etc.) • How is _____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? • How is _____ shown in paragraphs 7-11? • What mood does the author create?

Four-Square Graphic Organizer

The first key idea/event: Details ▪ ▪ ▪	Another key idea/event: Details ▪ ▪ ▪
Topic Sentence:	
Another key idea/event: Details ▪ ▪ ▪	Conclusion

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills,* Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won $1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybaloobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about…
60. My favorite animal is a….
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old…
66. If a cat could talk, what would they say?

Addition and Subtraction Facts
Recommended Grades 1 - 3

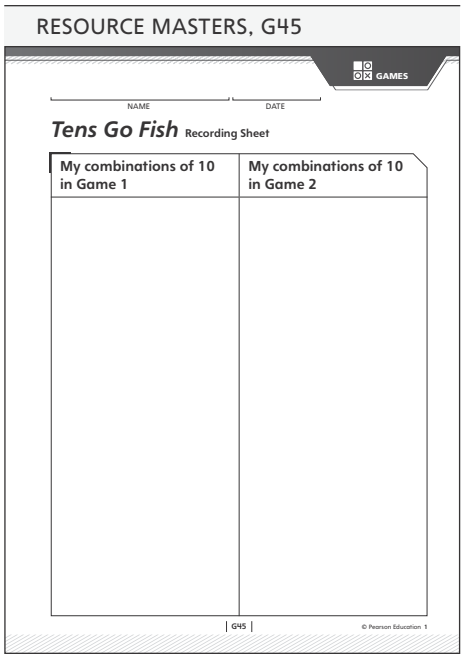
NAME _____ DATE _____

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

NAME _____ DATE _____

Tens Go Fish Directions


RESOURCE MASTERS, G45

GAMES

NAME DATE

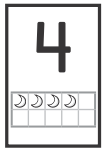
Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

G45 © Pearson Education 1

You need

- Deck of Primary Number Cards (without Wild Cards)
- *Tens Go Fish* Recording Sheet (G45; 1 per player)



Play with a partner. Work together.

1. Deal each player 5 cards.
2. Players put down pairs of cards that make 10, and pick new cards to replace them.
3. Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
   - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
   - If a player does not get the card, the player must "Go fish" and pick a new card from the deck.
   - If the new card makes 10 with a card in the player's hand, he or she puts the pair down and picks another card.
   - If a player runs out of cards, the player picks two new cards.
   - A player's turn is over when there are no more pairs that make 10.
4. The game is over when there are no more cards.
5. At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

Math Activities
Recommended Grades 3 - 5

youcubed at Stanford University

Appendix A: Further Activities and Resources

Table of Contents

youcubed
at Stanford University

How Close to 100?

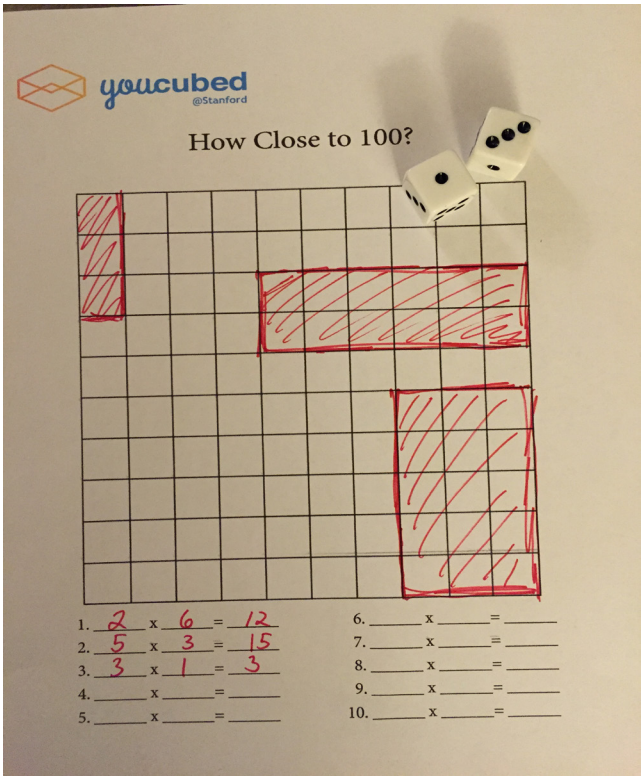
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

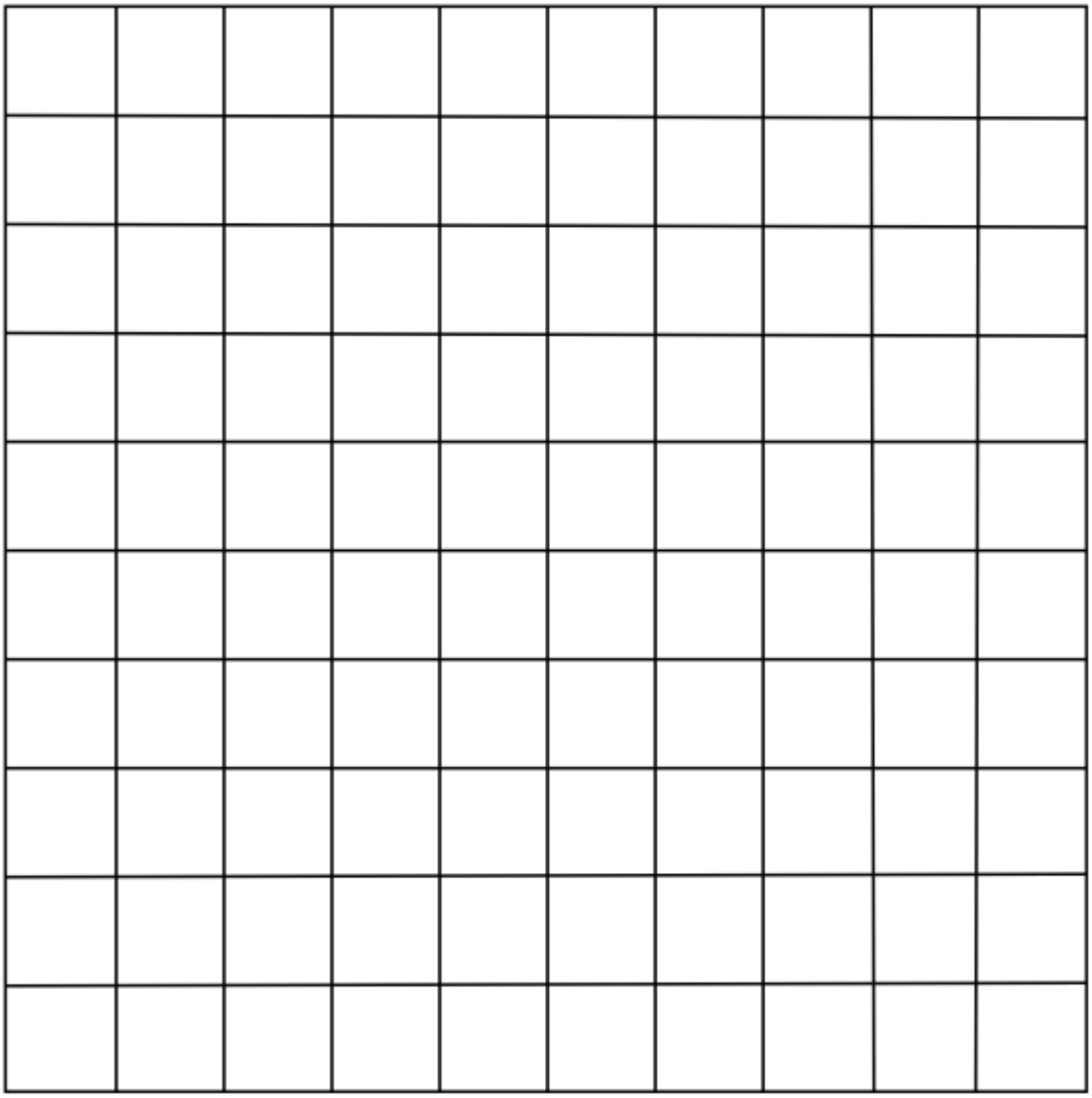
Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



youcubed
at Stanford University

How Close to 100?



1. _____ x _____= _____
2. _____ x _____= _____
3. _____ x _____= _____
4. _____ x _____= _____
5. _____ x _____= _____
6. _____ x _____= _____
7. _____ x _____= _____
8. _____ x _____= _____
9. _____ x _____= _____
10. _____ x _____= _____

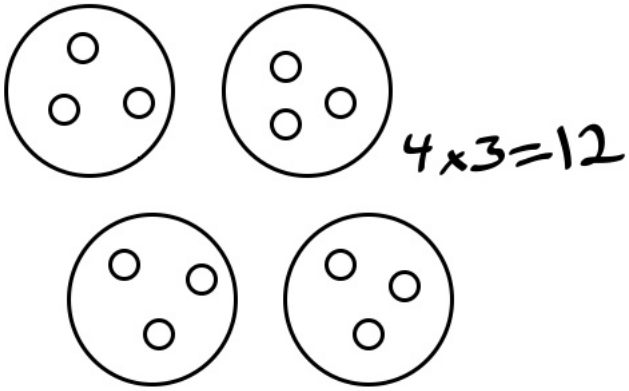
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, "How many pepperonis in all?"

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write 4 x 3 = 12 and that tells me that there are 12 pepperonis in all.

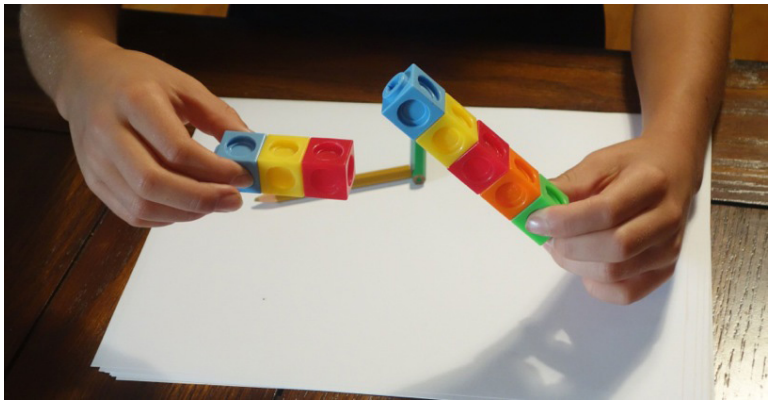


Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal "Snap," children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



youcubed
at Stanford University

How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question "How many are hiding," and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I'm hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player say's "shut the box". If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If "shut the box" is achieved, player 1 records a score of "0".

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

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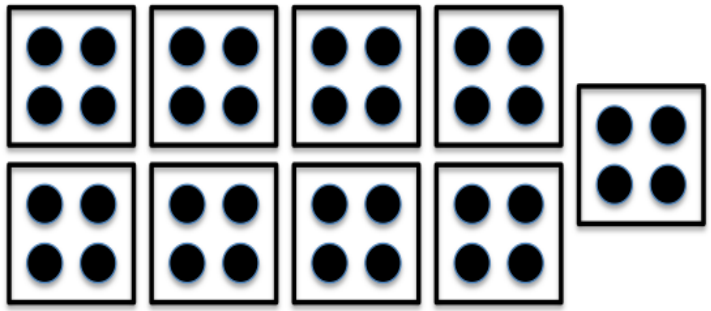
at Stanford University

Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use 'flash cards' as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

36	

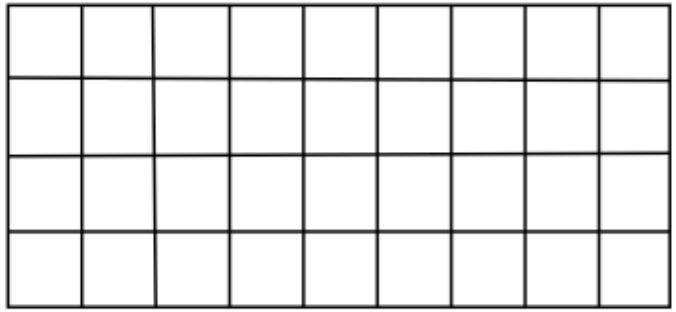
9×4	4×9

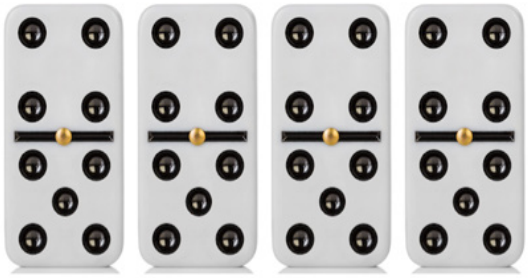
7×9

9×7

9

4





7
9

63

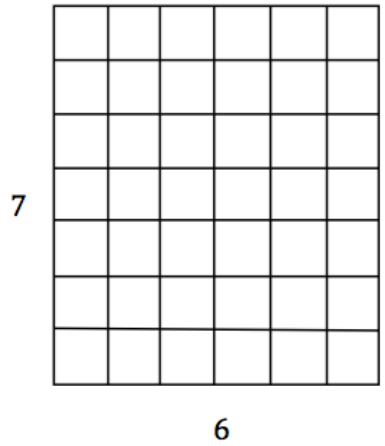
7
7
7
7
7
7
7
7
7

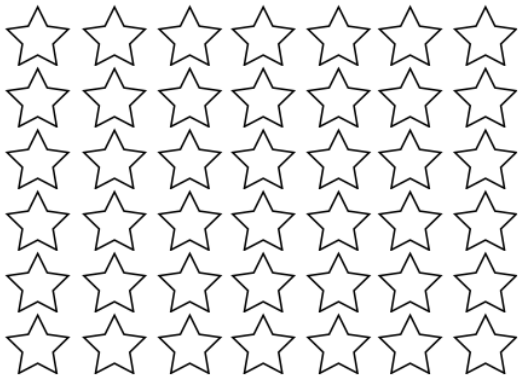
42	

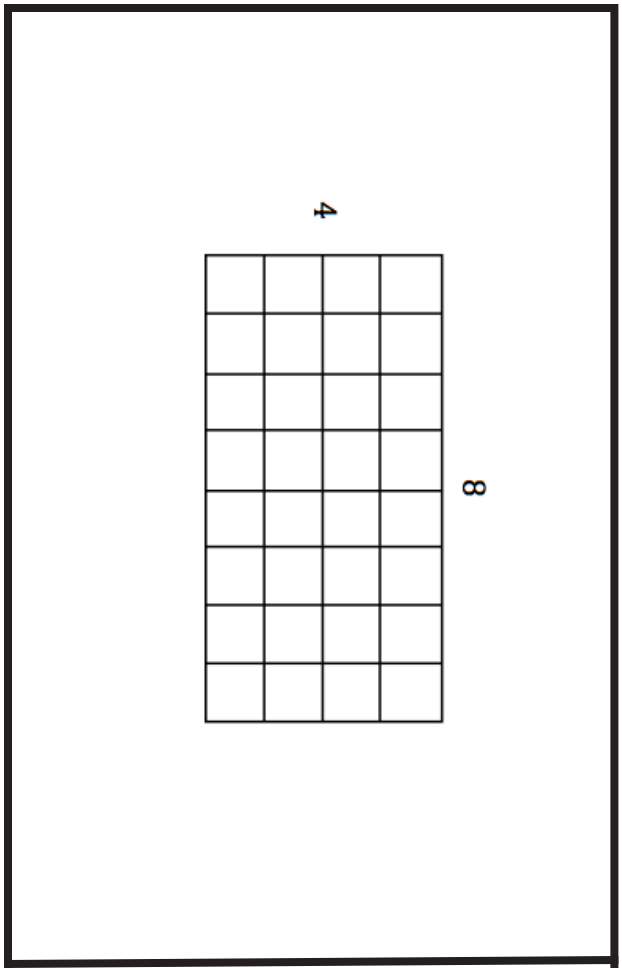
7×6	6×7

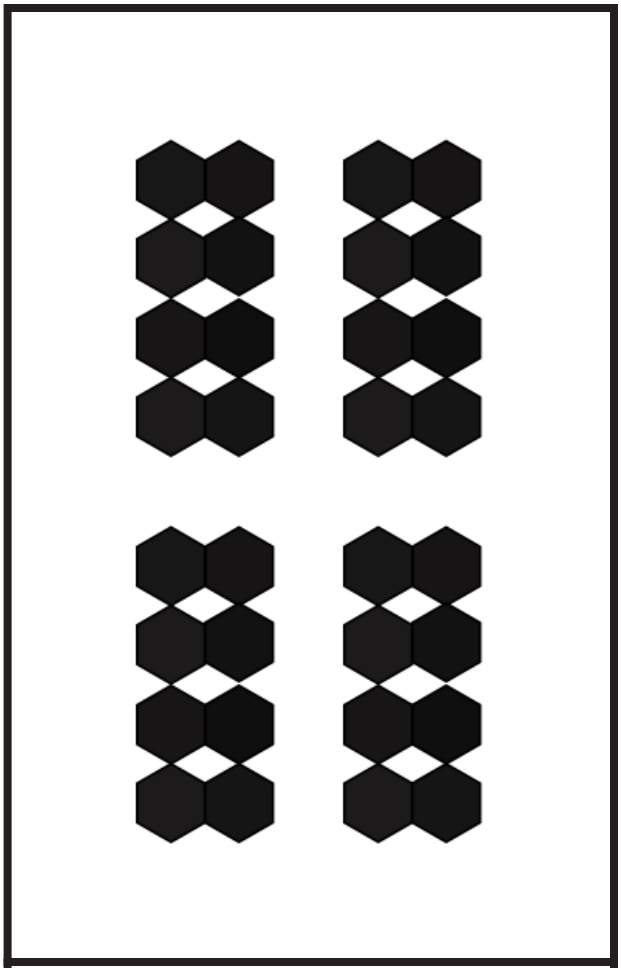
8×4

4×8









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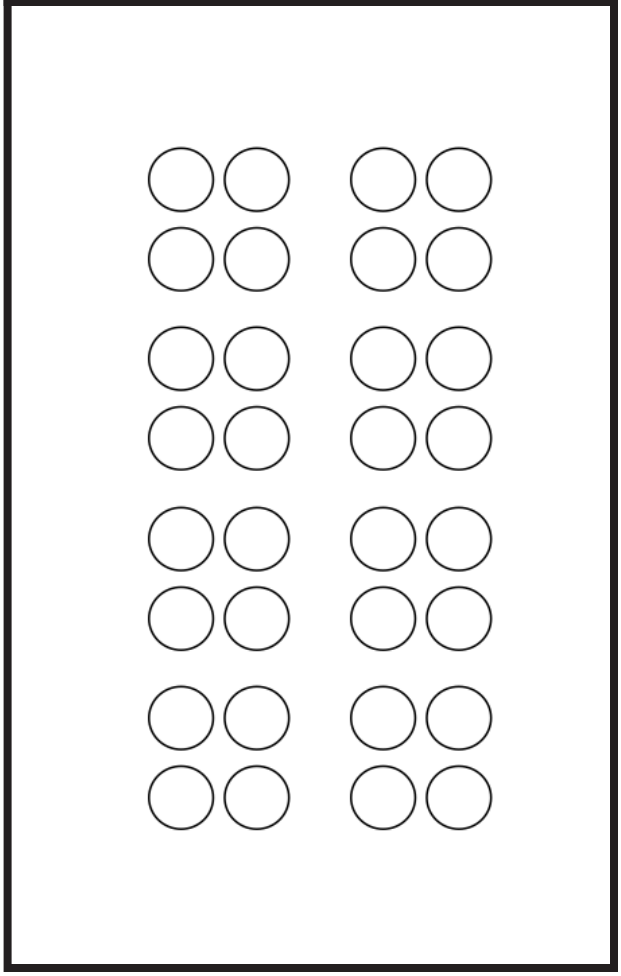


7×7

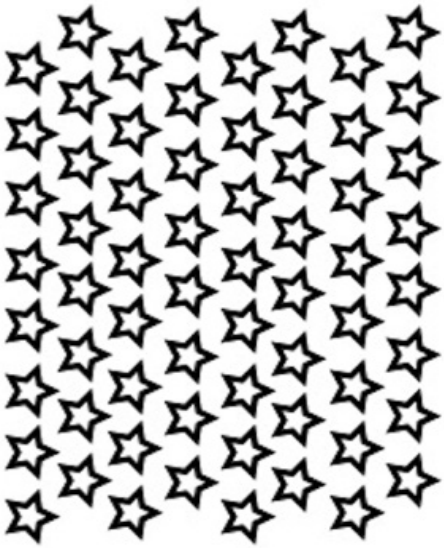
49

7

8 × 8

49

8



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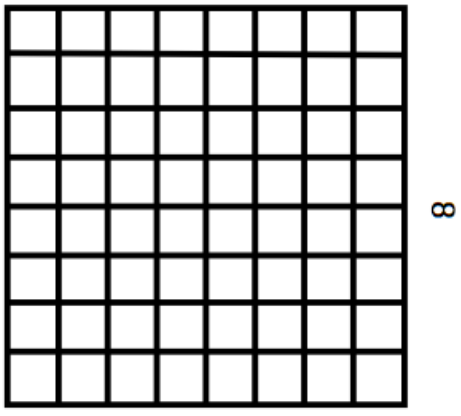

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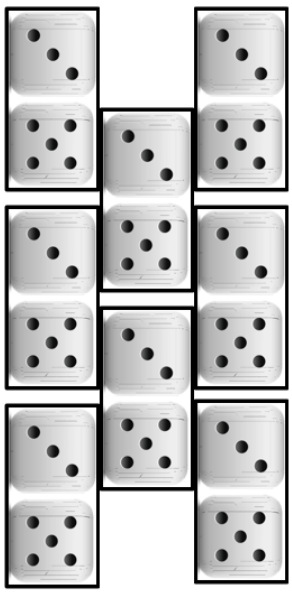

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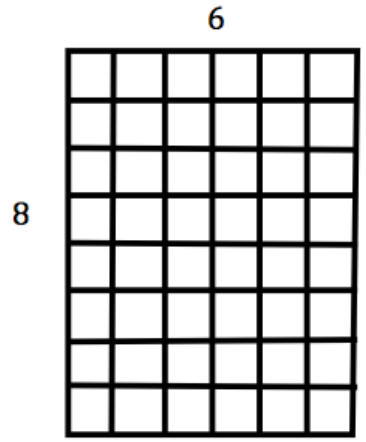
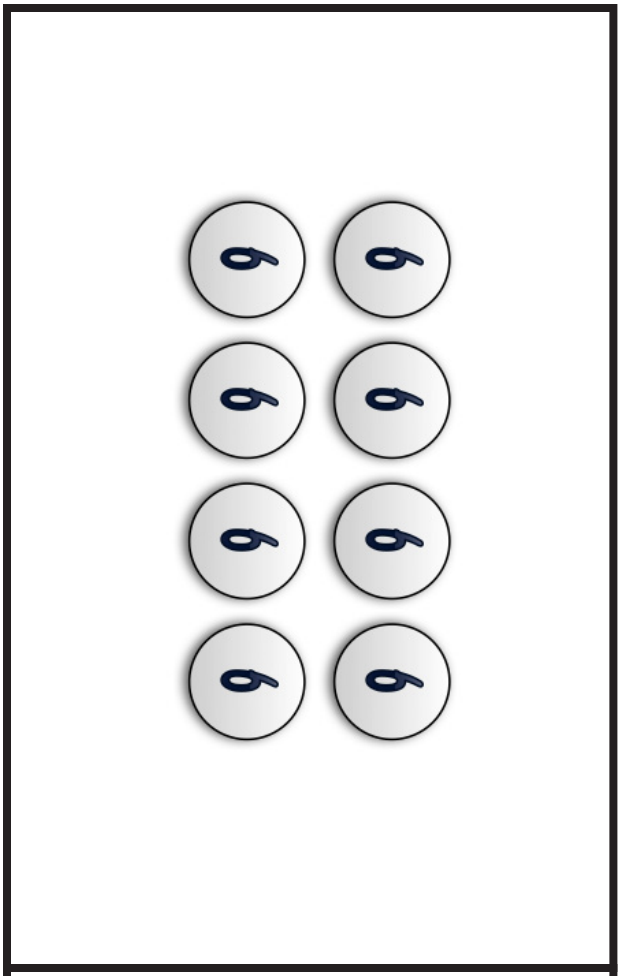
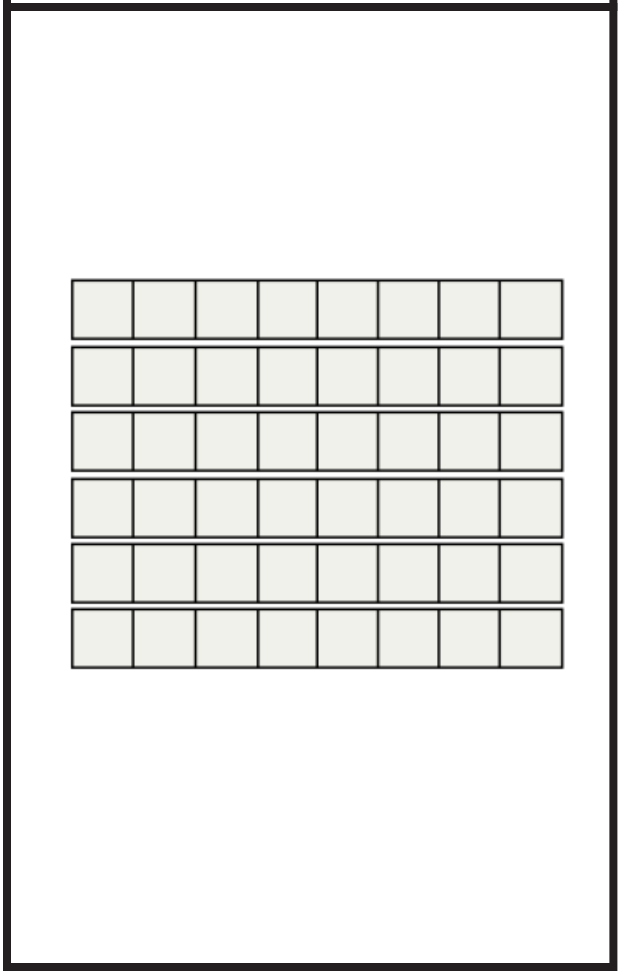


6×8

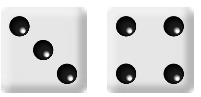
8×6



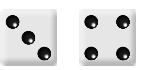
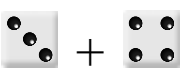


Roll and Record

You need

- 2 dot cubes 
- recording sheet

Play alone.

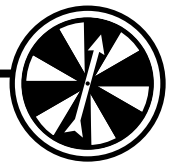
1. Roll 2 cubes. 
2. Add the numbers. 
3. Write the sum on the recording sheet.
4. The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube. 
- Play with 2 number cubes. 

Name Date

How Many of Each?



Roll and Record Recording Sheet

								12
								11
								10
								9
								8
								7
								6
								5
								4
								3
								2

www.K-5MathAcademy.com

5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change….but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

1) Bump
2) Memory
3) I Have/Who Has
4) Capture 4
5) Difference To...

Compiled by Christina Tondevold for
K-5 Math Academy

Bump

Directions

Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

One More Than

BUMP

Roll the die. Then, put your marker on the spot that is “1 more than” the amount you rolled.

2

7

5

3

6

4

One Less Than

BUMP

Roll the die. Then, put your marker on the spot that is “1 less than” the amount you rolled.

2

0

5

3

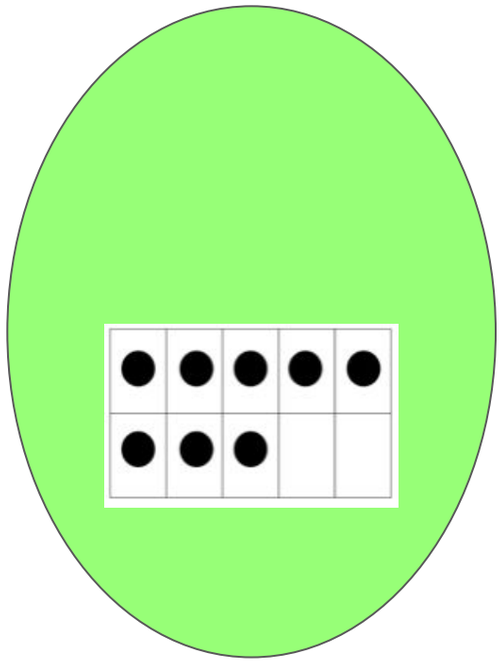
1

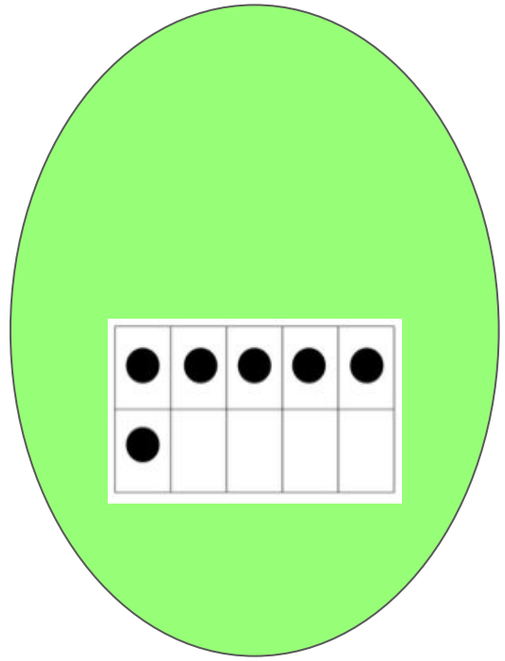
4

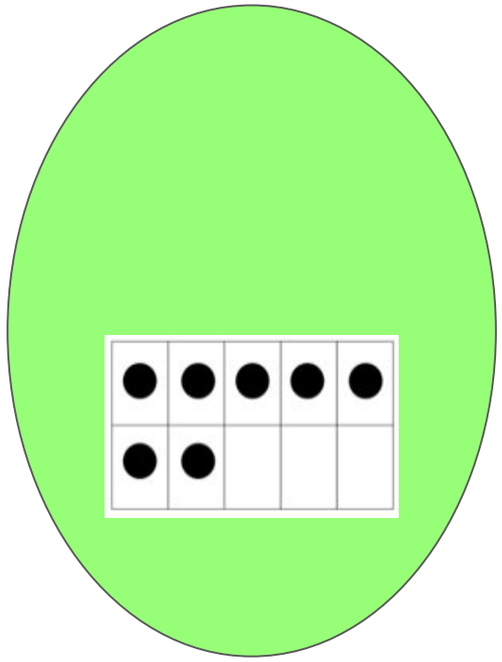
Make Ten

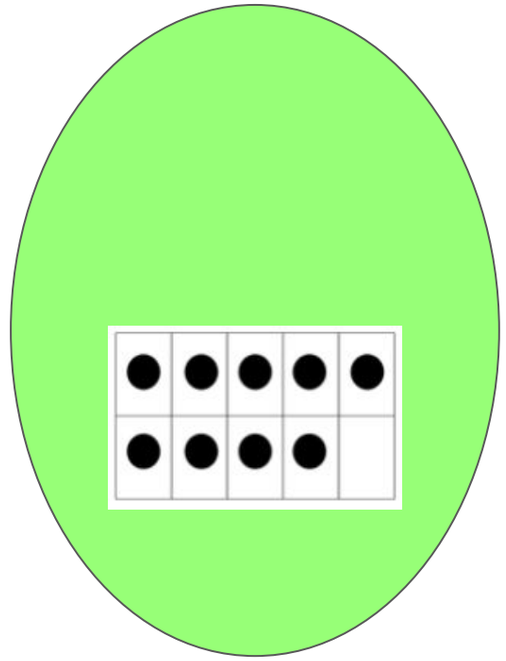
BUMP

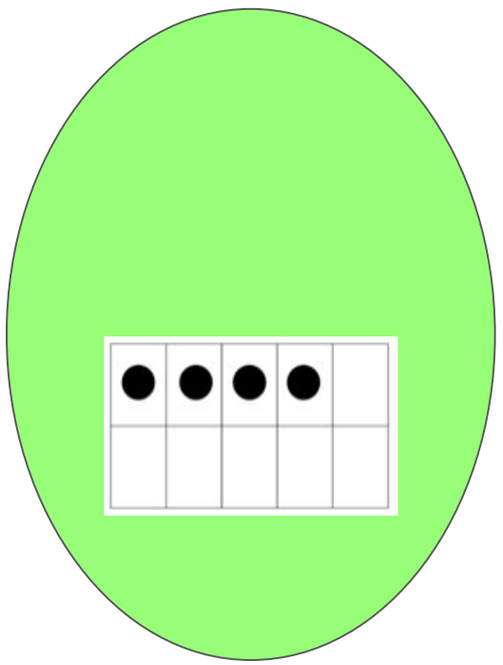
Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.” For example, if I roll a 4, I would place my marker on the ten frame showing 6 because 4 + 6 makes 10.

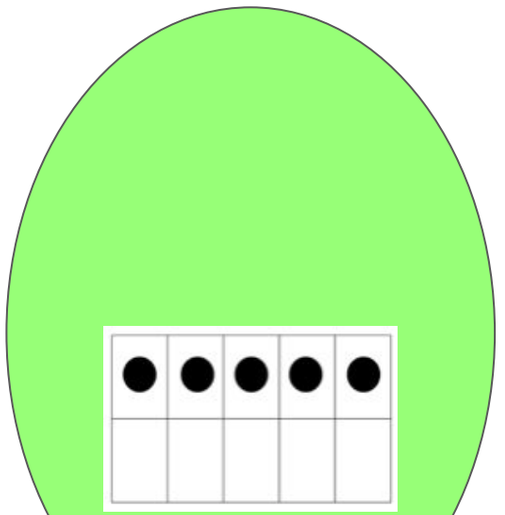










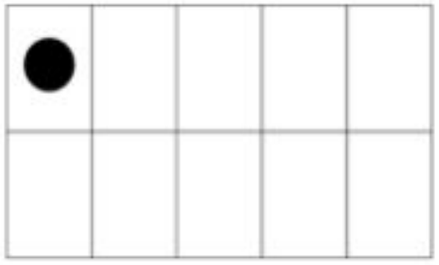
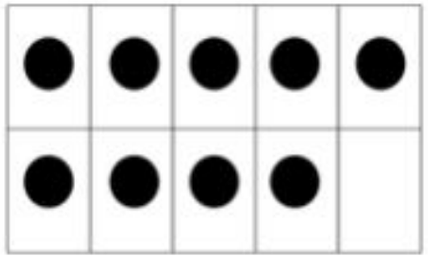
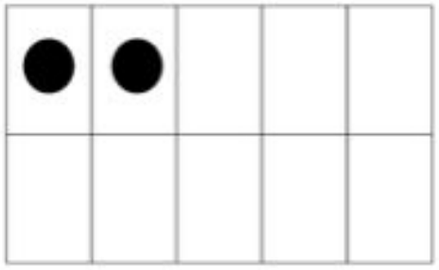
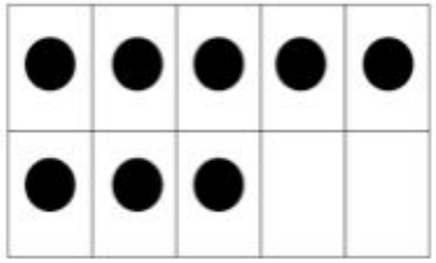
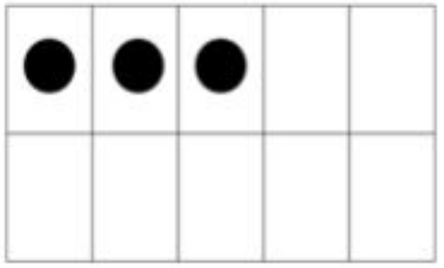
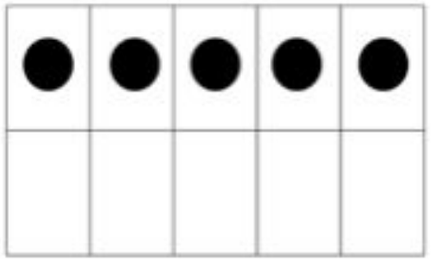
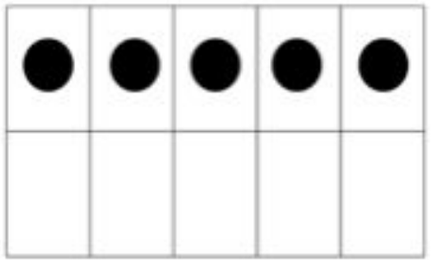
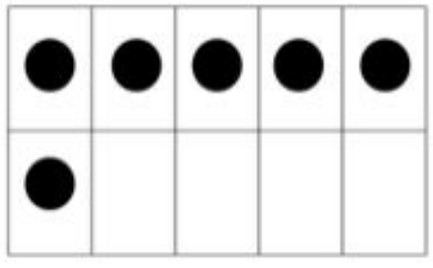
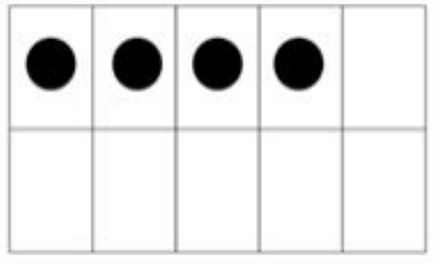
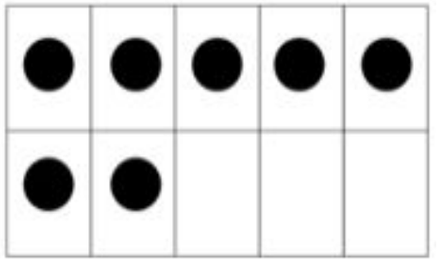
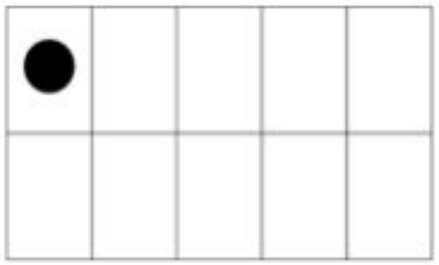
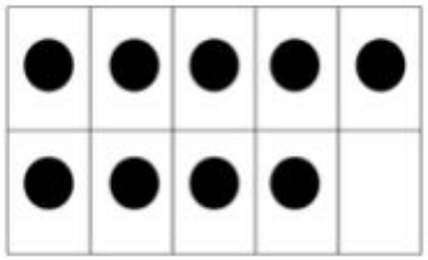
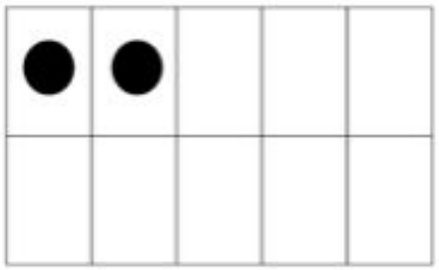
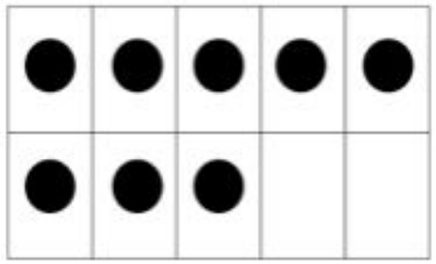
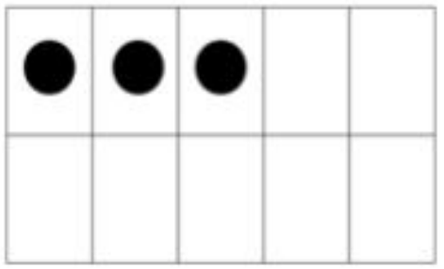
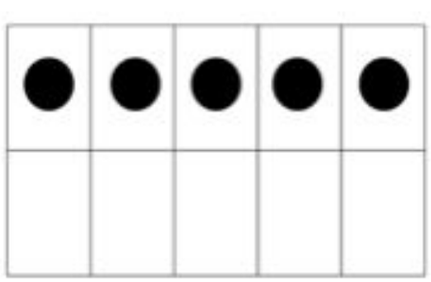
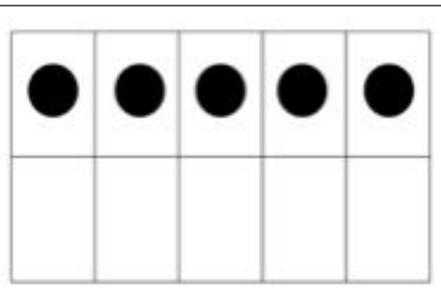
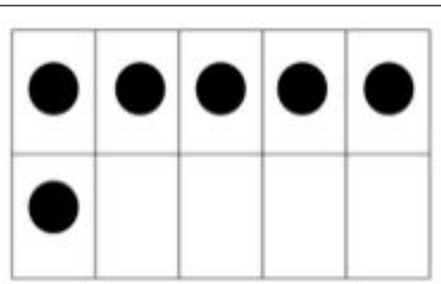
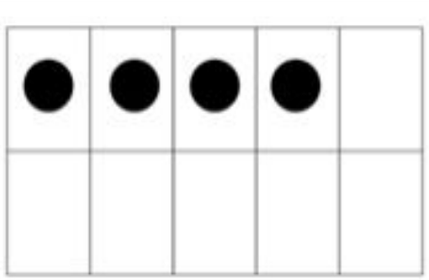
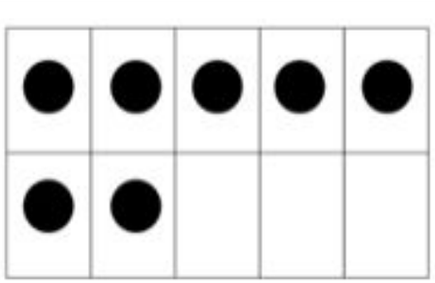


Memory

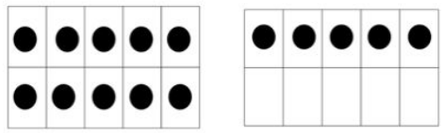
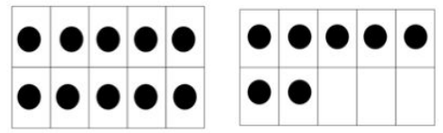
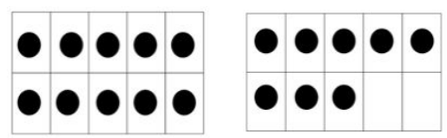
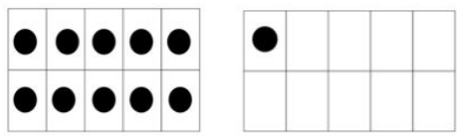
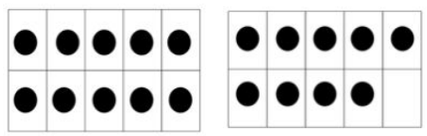
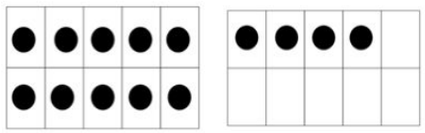
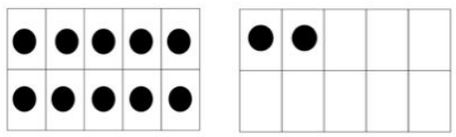
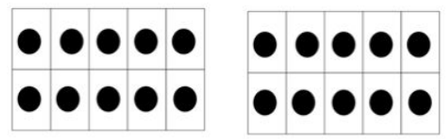
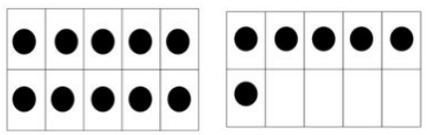
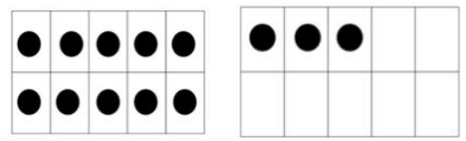
Directions

**Print the sheet out and cut the cards apart.

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.

“Make 10” Matches

15		17		
11		19		18
	14		12	
16		13		20

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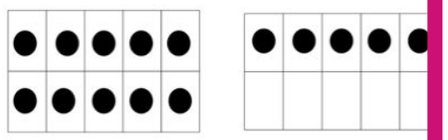

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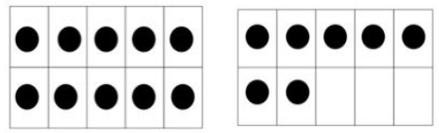

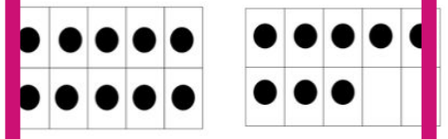

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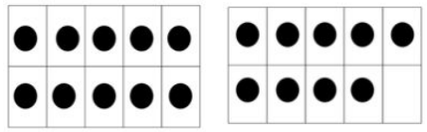

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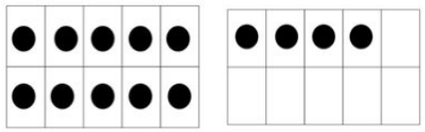
Matches



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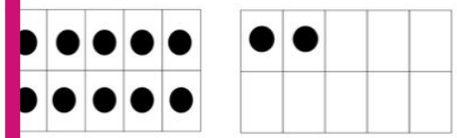

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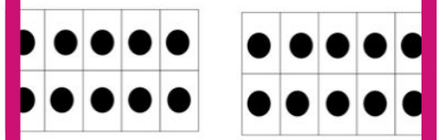

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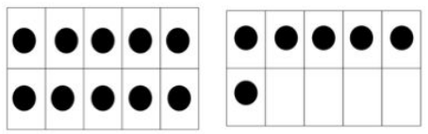

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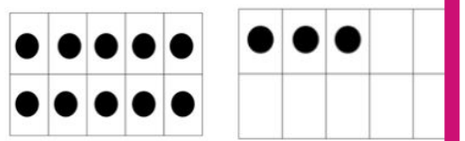


20

32	20 + 12	13	10 + 3	9 + 20
33	23 + 10	69	60 + 9	29

43 + 10	53	24 + 20	44	58 + 10
35	15 + 20	66	50 + 16	68

32	20 + 12	13	10 + 3	9 + 20
23 + 10		69	60 + 9	29

Matches

43 + 10	53	24 + 20	44	58 + 10
35	15 + 20	66	50 + 16	68

I Have/Who Has

Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.
The student who has the card with the answer then reads that answer aloud: "I have __". This student will then read the question at the bottom of their card – 'Who has ___?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

I have

32

Who has

30 + 18

I have

48

Who has

16 + 10

I have

26

Who has

10 + 15

I have

25

Who has

24 + 10

I have

34

Who has

20 + 9

I have

29

Who has

20 + 12

I have

16

Who has

10 + 2

I have

12

Who has

10 + 1

I have

11

Who has

10 + 5

I have

15

Who has

10 + 3

I have

13

Who has

10 + 4

I have

14

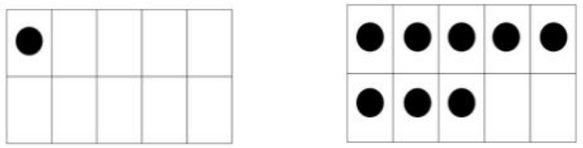
Who has

10 + 6

I have

6

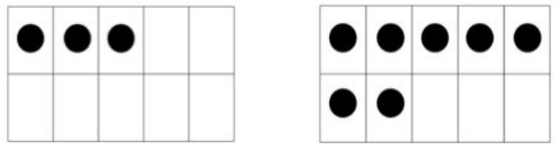
Who has



I have

9

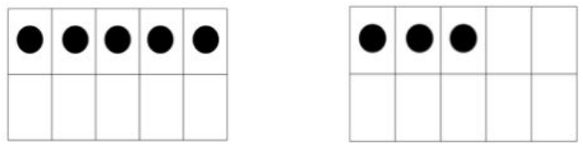
Who has



I have

10

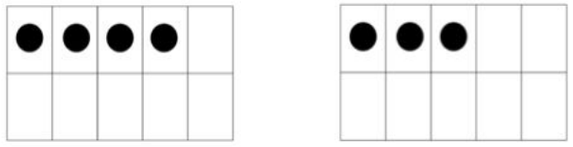
Who has



I have

8

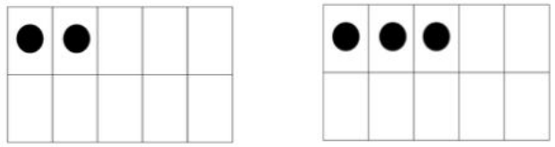
Who has



I have

7

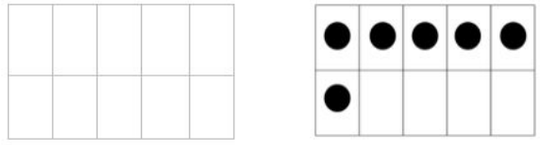
Who has



I have

5

Who has



Capture 4

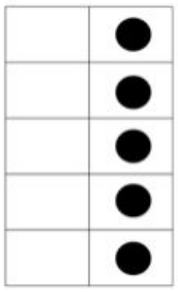
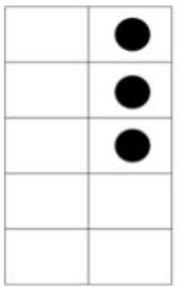
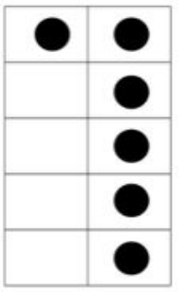
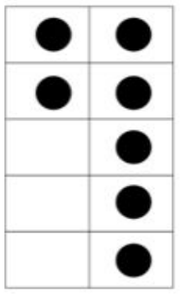
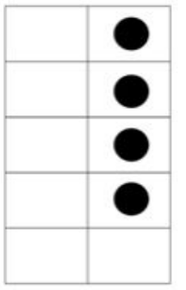
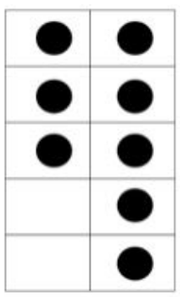
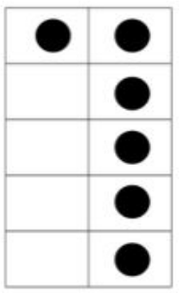
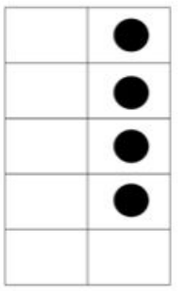
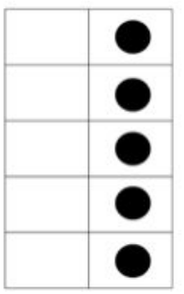
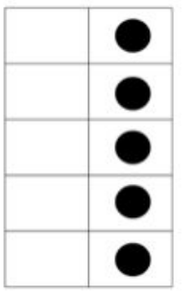
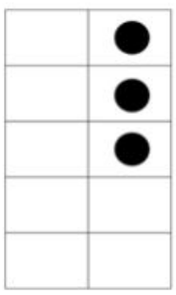
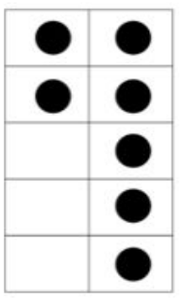
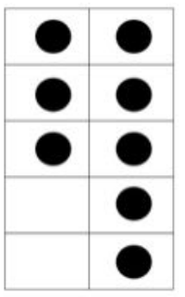
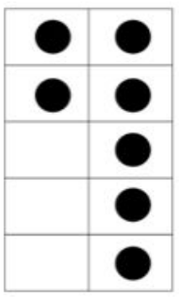
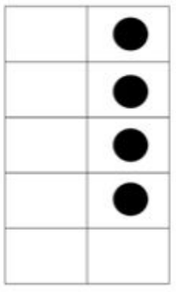
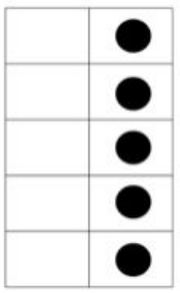
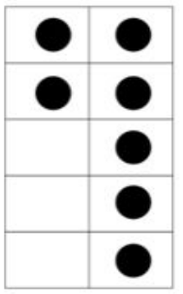
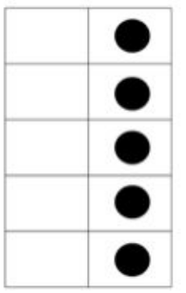
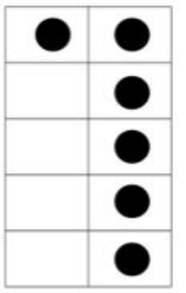
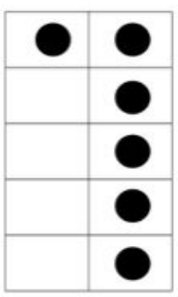
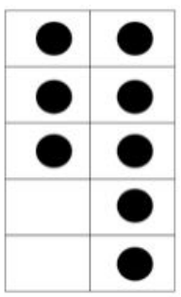
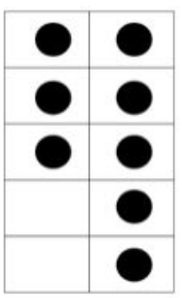
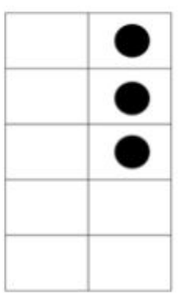
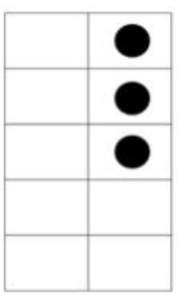
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

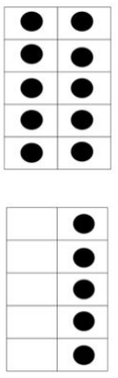
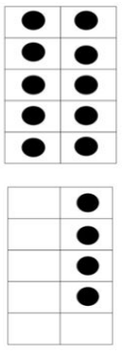
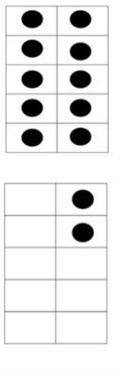
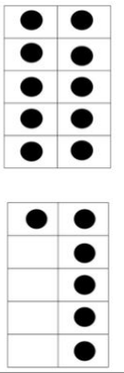
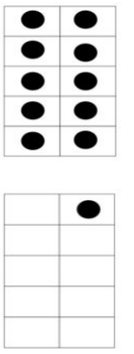
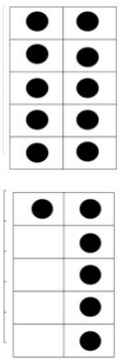
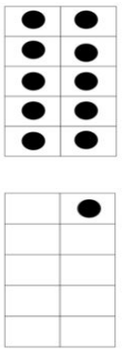
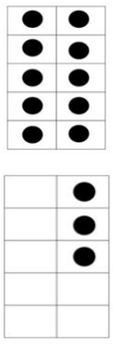
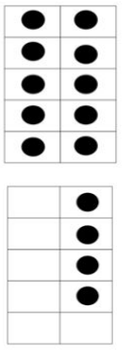
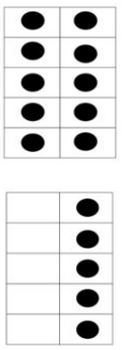
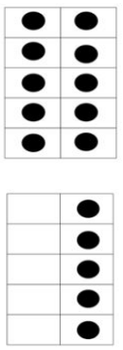
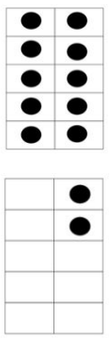
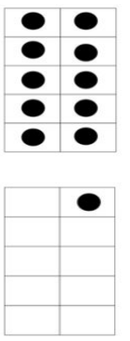
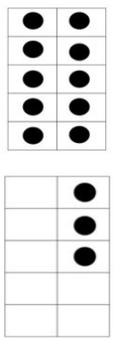
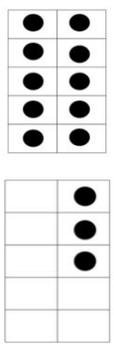
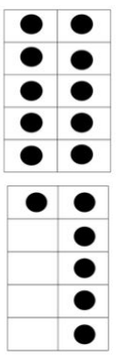
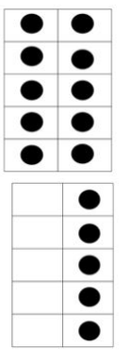
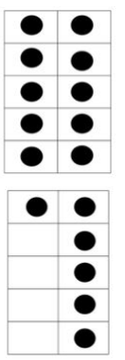
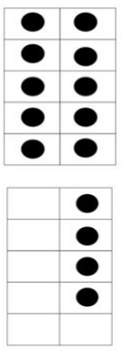
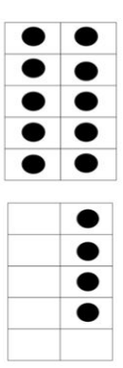
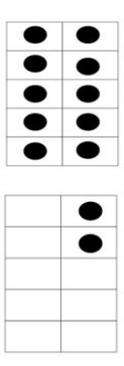
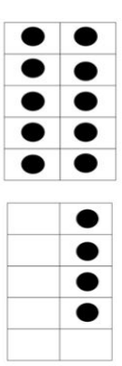
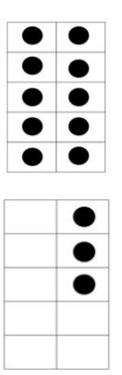
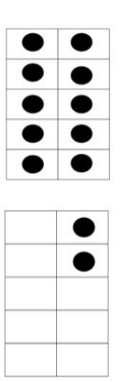
*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

Capture 4: Add 2

				
				
		FREE		
				
				

Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

Capture 4: Add 10

				
				
		FREE		
				
				

Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Capture 4: Roll two; Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Difference To...

Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

The sheets for this game are designed to be printed out and slipped into sheet protectors. There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

1) **Roll the dice ____ times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

1) **Roll the dice** *1* **times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from** *8*.
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1) **Roll the dice ____ times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1

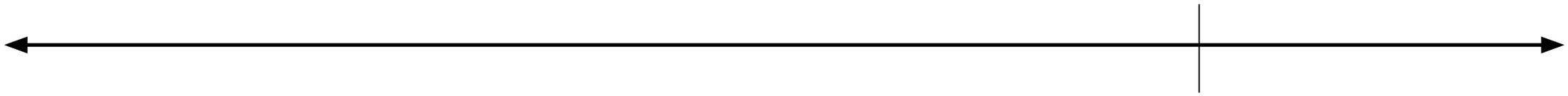
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Player 2

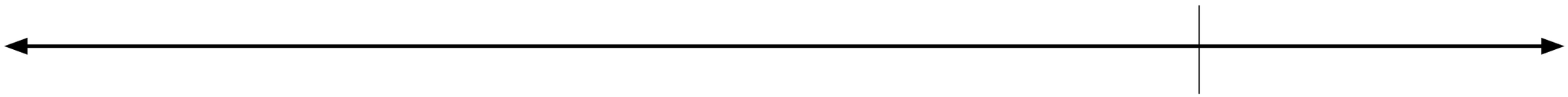
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

1) **Roll the dice** *2* **times.**
2) **Use the number path to record the amount you rolled.**
3) **Find the difference from** *10* **.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1

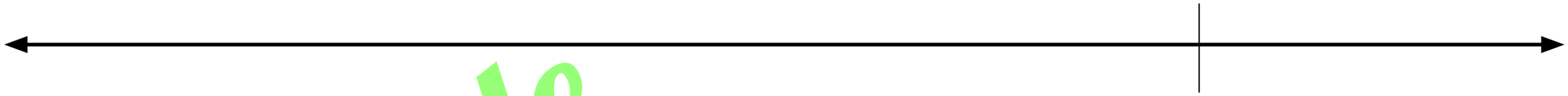


Player 2



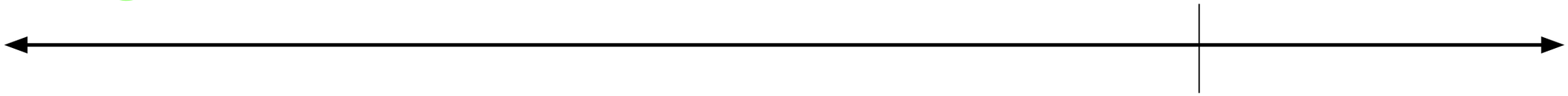
1) **Roll the dice ____ times.**
2) **Use the number line to record the amount you rolled.**
3) **Find the difference from ____.**
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

Player 1



Example

Player 2



1) **Roll the dice** *3* **times.** *Add them, then add 50.*
2) **Use the number line to record your total amount.**
3) **Find the difference from** *100*.
4) **The player with the smallest difference wins.**
5) **Wipe off your work and PLAY AGAIN.**

CANYONS
SCHOOL DISTRICT

Home Learning Student Resources Grade 4

Name _____

Home-School Connection
Topic 6

Use Operations with Whole Numbers to Solve Problems

Topic 6 Standards

4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.NBT.B.5, 4.NBT.B.6

See the front of the Student's Edition for complete standards.

Dear Family,

Your child is applying multiplication and division strategies to problem situations and exploring ways to find solutions.

This topic focuses on solving comparison problems as well as using addition, subtraction, multiplication, and division to solve multi-step problems. Your child will practice using the four operations to explore the relationship between separate values. Here is an activity you can try together.

Step by Step

Materials paper and pencil

Create and solve multi-step problems with your child. One person creates the first step of the problem. For example: This week Tom ran 2 miles one day and 3 miles another day. Next, the other person uses a different operation to construct the next step: Last week Tom ran 3 times farther than this week. How far did Tom run in two weeks? The first person then explains how to solve the problem: Tom ran $2 + 3 = 5$ miles this week. He ran $5 \times 3 = 15$ miles the week before, so he ran $5 + 15 = 20$ miles in two weeks. Vary the operations used and increase the number of steps as fluency allows.

Observe Your Child

Focus on Mathematical Practice 3
Construct viable arguments and critique the reasoning of others.

Help your child become proficient with Mathematical Practice 3. Discuss different strategies for solving the same problem. Provide mathematical reasoning to support why the strategies would or would not work.

Nombre _____

De la escuela al hogar
(en español)
Tema **6**

Usar operaciones con números enteros para resolver problemas

Estándares del Tema 6

4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.NBD.B.5, 4.NBD.B.6

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

Su niño(a) está aplicando estrategias de multiplicación y división a situaciones o problemas y está explorando maneras de hallar soluciones.

Este tema se enfoca en la resolución de problemas de comparación y en el uso de la suma, la resta, la multiplicación y la división para resolver problemas de varios pasos. Su niño(a) practicará cómo usar las cuatro operaciones para explorar la relación entre valores diferentes. Pruebe esta actividad con su niño(a).

Paso a paso

Materiales papel y lápiz

Cree y resuelva un problema de varios pasos con su niño(a). Una persona crea el primer paso del problema. Por ejemplo: Esta semana, Tom corrió 2 millas un día y 3 millas otro día. Después, la otra persona usa otra operación para construir el siguiente paso: La semana pasada, Tom corrió 3 veces la distancia que corrió esta semana. ¿Qué distancia corrió Tom en las dos semanas? Luego, la primera persona explica cómo resolver el problema: Tom corrió $2 + 3 = 5$ millas esta semana. Corrió $5 \times 3 = 15$ millas la semana anterior; por tanto, corrió $5 + 15 = 20$ millas en las dos semanas. Varíen las operaciones usadas y aumenten la cantidad de pasos en la medida en que la fluidez lo permita.

Observe a su niño(a)

Enfoque en la Práctica matemática 3
Construir argumentos viables y evaluar el razonamiento de otros.

Ayude a su niño(a) a adquirir competencia en la Práctica matemática 3. Comenten distintas estrategias para resolver el mismo problema. Utilicen el razonamiento matemático para explicar por qué las estrategias podrían funcionar o no.

Name _____

Daily Common Core Review
1-1

1. Celia used an addition expression to find 6 × 5. Which expression did Celia use?

A 5 + 5 + 5

B 5 + 5 + 5 + 5

C 5 + 5 + 5 + 5 + 5 + 5

D 5 + 5 + 5 + 5 + 5 + 5 + 5

2. John cut some wood into 2 pieces, each $\frac{1}{3}$ yard long. What was the length of the wood before it was cut?

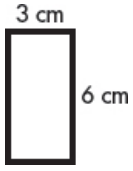
A $\frac{1}{3}$ yard

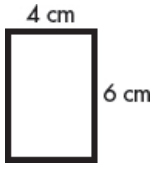
B $\frac{1}{2}$ yard

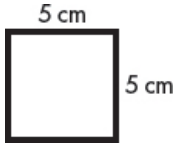
C $\frac{2}{3}$ yard

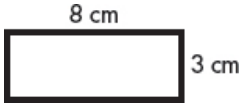
D $2\frac{1}{3}$ yards

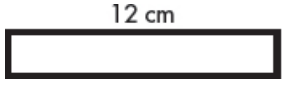
3. Select all of the rectangles that have an area of 24 square centimeters.

☐ 

☐ 

☐ 

☐ 

☐ 

4. The Perez family is driving to visit relatives. The trip is 184 miles, and they have driven 48 miles. How many more miles do they need to drive?

_____

5. Colton builds a sandbox for his cousin. The sandbox measures 4 feet by 3 feet. What is the perimeter of the sandbox?

_____

6. Five people bought raffle tickets. They bought 8 tickets each. How many raffle tickets did they buy in all?

_____

7. Una put the same number of carnations into 4 vases. If she used a total of 32 carnations, how many carnations are in each vase?

_____

8. Look for a pattern and write the missing numbers.

2, 8, 14, 20, 26, ___, ___, ___

9. What number makes both equations true?

6 × ☐ = 36

36 ÷ ☐ = 6

_____

Name _____

1. Which comparison is true?

A 284,924 > 293,820

B 34,948 > 34,824

C 48,681 < 48,592

D 23,294 < 23,294

2. What is 692,041 rounded to the nearest hundred?

A 692,100

B 692,040

C 692,000

D 691,000

3. Which is fifty-eight thousand written using base-ten numerals?

A 580,000

B 58,000

C 5,800

D 580

4. For which numbers is the value of the first underlined digit ten times as great as the value of the second underlined digit? Select all that apply.

☐ 3<u>4</u>3,43<u>4</u>

☐ 3<u>3</u>3,333

☐ 30<u>3</u>,0<u>3</u>0

☐ 131,3<u>33</u>

☐ 10<u>2</u>,<u>2</u>01

5. Evan has a shell collection. On Monday, he found 6 new shells. On Tuesday, he gave 9 shells to his friends. After giving the shells away, Evan had 37 shells left. How many shells did Evan have to start?

_____

6. Aretha reads 3 chapters of her book each day. How many days will it take Aretha to finish the book if it has 24 chapters? Write a number sentence to solve the problem.

_____

7. What is 347,492 rounded to the nearest ten thousand?

_____

8. Describe the relationship of the value of the 4 in the ten thousands place to the value of the 4 in the thousands place.

344,682

_____

_____

_____

_____

_____

_____

Name _____

Daily Common Core Review
3-1

1. Which shows 98,732 rounded to the ten thousands place?

A 10,000

B 99,000

C 100,000

D 1,000,000

2. Which is the number name for 73,922?

A Seventy-three thousand, nine hundred twenty-two

B Seventy-three thousand, ninety-two

C Seventy thousand, nine hundred two

D Seventy thousand, three hundred ninety-two

3. There are 17,000 people registered for the hip hop-dance marathon. Only 10,730 dancers registered for the folk-dance marathon. How many more people registered for the hip hop-dance marathon?

A 7,730 people

B 6,270 people

C 6,000 people

D 5,270 people

4. Shari has 1,592 stamps in her collection. How many stamps does Shari have, rounded to the nearest thousand?

A 1,590

B 1,600

C 2,000

D 20,000

5. A total of 103,985 fans attended the baseball game on Saturday, and a total of 103,667 attended the game on Sunday. Use > or < to compare the attendances. On which day did more fans attend the game?

_____

_____

_____

6. A bushel can contain 149,637 soybeans or 81,183 kernels of corn. Jackson says there are 48,454 more soybeans than kernels of corn per bushel. Use rounding to estimate the difference. Explain if Jackson's answer is reasonable.

_____

_____

_____

_____

_____

_____

_____

7. Write 804,082 in expanded form.

_____

_____

Name _____

Daily Common Core Review
4-1

1. Voula collected shells on the beach during her summer vacation. If she collected 10 shells each day of her 5-day vacation, how many shells did Voula collect in all?

A 15 shells

B 30 shells

C 50 shells

D 60 shells

2. Susana has $30. She plans to buy a game that costs $16 and a game that costs $11. How much money will Susana have left over?

A $27

B $26

C $4

D $3

3. Mr. Horn separated the band into 4 equal groups. There are 36 members in each group. Which shows how many students are in the band?

A 36 + 4

B 36 − 4

C 36 ÷ 4

D 36 × 4

4. Which shows four thousand, seven hundred twenty-nine using base-ten numerals?

A 47,029 **C** 4,729

B 7,429 **D** 4,029

5. Write a multiplication equation that describes the array shown below.

_____

6. The distance from Michael's house to his grandmother's house is 84 miles round trip. If Michael visits his grandmother 9 times each year, how many miles does he travel to and from his grandmother's each year?

_____

7. The product of two factors is 4,900. One factor is 7. What is the other factor? Use a basic multiplication fact to explain your reasoning.

_____

_____

_____

_____

_____

_____

Name _____

Daily Common Core Review
5-1

1. Grace was born in 1995. How old will she be in 2027?

A 22 years old

B 32 years old

C 42 years old

D 132 years old

2. The art museum provided 147 guided tours in one week. Each guide took 8 people at a time. How many people took the guided tour that week?

A 876 people

B 1,126 people

C 1,176 people

D 1,376 people

3. A fabric store receives a shipment of 76 boxes of thread. Each box contains 11 spools of thread. How many spools of thread does the fabric store receive in all?

A 836 spools

B 736 spools

C 502 spools

D 87 spools

4. Which comparison is **NOT** true?

A 87,254 > 74,316

B 12,528 > 12,247

C 41,214 < 42,859

D 82,493 < 82,395

5. Round 354,738 to the nearest thousand.

_____

6. A store has 12 bags of marbles in stock. Each bag has 24 marbles in it. How many marbles are in all of the bags?

_____

7. Find 205,048 − 199,355.

_____

8. Write 785,420 in expanded form.

_____

_____

9. In 33,294, how is the value of the 3 in the ten thousands place related to the value of the 3 in the thousands place?

_____

_____

_____

_____

_____

Name _____

Daily Common Core Review
6-1

1. A store employee counts 285 different lawn decorations. He wants to organize them and place the lawn decorations on 9 shelves. About how many lawn decorations will go on each shelf?

A About 30 decorations

B About 40 decorations

C About 50 decorations

D About 90 decorations

2. Donna has read 9 chapters in her book. The book has 12 chapters in all. Each chapter has 38 pages. How many more pages does Donna have to read to finish the book?

A 1,194 pages

B 456 pages

C 114 pages

D 76 pages

3. Raja put 35 marbles into each jar. There are 28 jars. How many marbles did Raja put into all the jars?

A 980 marbles

B 840 marbles

C 340 marbles

D 63 marbles

4. Which comparison is true?

A 82,429 > 83,932

B 69,492 > 69,742

C 45,920 < 45,936

D 23,950 < 21,492

5. Dennis has 171 shells in his collection. Fred has 208 shells. Round each amount to the nearest ten. About how many more shells does Fred have?

_____

6. Marissa has 10 grapes. Roger has 3 times as many grapes as Marissa. How many grapes do Marissa and Roger have in all?

_____

7. Ian multiplies a number by 5. The product of the two numbers is 495. What number does Ian multiply by 5? Explain.

_____

_____

_____

_____

_____

_____

8. Bryce grows a sunflower that contains 1,354 sunflower seeds. Six people share the harvested seeds. If they share the seeds equally, how many seeds will be left over?

_____

Name _____

Daily Common Core Review
7-1

1. Alex scored 20 points in the basketball game, which is 4 times as many points as Tony scored. How many points did Tony score?

A 5 points
B 16 points
C 24 points
D 80 points

2. Which number rounds to 140,000 when rounded to the nearest ten thousand?

A 124,641
B 134,798
C 138,982
D 149,641

3. There are 35 chairs and 8 tables in the art room. The art teacher wants to put an equal number of chairs at each table. How many chairs will be at each table? How many chairs will be left over?

A 4 chairs at each table; 1 chair left over
B 4 chairs at each table; 3 chairs left over
C 5 chairs at each table; 3 chairs left over
D 5 chairs at each table; 5 chairs left over

4. Which is the number name for 32,492?

A thirty thousand, four hundred ninety-two
B thirty-two thousand, four hundred two
C thirty-two hundred, four hundred ninety-two
D thirty-two thousand, four hundred ninety-two

5. Candace makes $8 per hour at her job. Last month she worked 38 hours. She also made $65 babysitting last month. How much money did Candace earn last month? Show your work.

_____

_____

6. Draw an area model and use partial products to find 15×18.

_____

7. Tyrone drove 372 miles in 6 hours. Use compatible numbers to estimate how many miles Tyrone drove each hour.

_____

8. An elementary school spent $143,250 on repairs to the building. The middle school spent $235,500 on repairs. How much did the two schools spend for repairs?

_____

Name _____

Daily Common Core Review
8-1

1. Kyle's house number is a multiple of 8. Which could be Kyle's house number?

A 62 **C** 73

B 64 **D** 81

2. Last month 4,861 books were checked out from the library. This month 3,278 books were checked out. How many more books were checked out last month than this month?

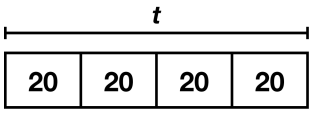
A 583 books

B 1,583 books

C 1,593 books

D 1,683 books

3. Julie bought 4 sheets of stamps with 20 stamps on each sheet. Which equation can be used to find the number of stamps Julie bought?



A $4 \times t = 20$

B $4 \times 20 = t$

C $20 \div 4 = t$

D $20 \div t = 4$

4. Which of the following are prime numbers? Select all that apply.

- ☐ 11
- ☐ 27
- ☐ 31
- ☐ 41
- ☐ 57

5. Henry has $432 in his checking account. He has four times this amount in his savings account. How much money is in both of Henry's accounts?

_____

6. Tia had 50 carrot sticks for her study group to snack on. There were 6 people eating the carrot sticks, and each person ate an equal number of carrots until there were none left to share equally. How many carrot sticks were left over? Explain.

_____

_____

_____

7. A school bus can hold 36 students. A school district has 24 buses. Use compatible numbers to estimate about how many students the buses can transport.

_____

_____

_____

_____

8. Jonah's baby brother weighs 8 pounds. Jonah weighs seven times as much as his brother. Write and solve a multiplication equation to find Jonah's weight.

_____

Name _____

Daily Common Core Review
9-1

1. Airport security guards choose some travelers for an extra safety check. So far, the guards have chosen the 6th, 12th, 18th, and 24th travelers in line. Which traveler will most likely be chosen next for the extra safety check?

A The 25th traveler in line

B The 26th traveler in line

C The 30th traveler in line

D The 34th traveler in line

2. Shannon says, "My apartment number cannot be found using a factor of 3." Select all the possible numbers for Shannon's apartment.

- ☐ 15
- ☐ 27
- ☐ 31
- ☐ 42
- ☐ 73

3. Jake said he ate $\frac{3}{4}$ of his dinner. Which fraction is equivalent to $\frac{3}{4}$?

A $\frac{2}{6}$ **C** $\frac{9}{12}$

B $\frac{4}{8}$ **D** $\frac{10}{12}$

4. Which fraction is greater than $\frac{2}{3}$?

A $\frac{4}{5}$ **C** $\frac{1}{2}$

B $\frac{4}{6}$ **D** $\frac{1}{3}$

5. Kendra made 111 pastries for a bake sale. How many bags can she make if she puts 3 pastries in each bag? How many pastries are left over?

_____

6. Luis has $20. He buys 4 cans of tennis balls and gets $8 back as change. How much did one can of tennis balls cost?

_____

7. Which is greater $\frac{2}{3}$ or $\frac{3}{8}$? Explain how to compare using the benchmark fraction, $\frac{1}{2}$.

_____

_____

8. Write 21,407 in expanded form and using number names.

_____

_____

_____

9. Round 16,049 to the nearest ten, hundred, and thousand.

_____

_____

Name _____

Vowel Sound in *shout*

- **Generalization** The vowel sound in *shout* can be spelled **ou** or **ow**: **couch**, **towel**.

Word Sort Sort the list words by their *ou* and *ow* spellings.

ow	ou
1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	16. _____
	17. _____
	18. _____
	19. _____
	20. _____

Spelling Words

1. however
2. mountain
3. mound
4. scout
5. shout
6. couch
7. towel
8. ounce
9. coward
10. outdoors
11. flowerpot
12. scowl
13. browse
14. announce
15. hound
16. trout
17. drowsy
18. grouch
19. eyebrow
20. boundary

School + Home

Home Activity Your child is learning to spell words with *ou* and *ow*. Say the *ow* words and have your child spell them. Then say the *ou* words and have your child spell them.

Name _____

Family Times

Summary

How Night Came from the Sea: A Story from Brazil

Why do we have day and night? A Brazilian legend says there was always daylight on Earth until the African goddess Iemanja's daughter left her ocean home to marry a land dweller. When Iemanja's daughter became homesick for the cool, shadowy world under the sea, her mother sent some of the darkness up to her, and now we have night on land as well as day.

Activity

Pourquoi Tales The word *pourquoi* means *why* in French. Create your own *pourquoi* tale, a story about why a familiar pattern in nature exists. Answer a question about night and day, such as *Why does the sun appear to rise and fall in the sky?*

Comprehension Skill

Generalize

When you **generalize,** you make a broad statement or rule that applies to many examples, such as *All oceans contain salt water.* Words such as *all*, *most*, *always*, *usually*, or *generally* help you to find generalizations. If a generalization is supported by facts or details, it is valid (logical). If it is not supported by facts and details, it is faulty (false).

Activity

Valid or Faulty? Make up your own generalizations and write them down. Then ask a family member to write whether they are valid or faulty. Switch roles and repeat the activity.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *How Night Came from the Sea*. Practice using these words.

Vocabulary Words

brilliant shining brightly; sparkling

chorus anything spoken or sung all at the same time

coward person who lacks courage or is easily made afraid; person who runs from danger, trouble, etc.

gleamed flashed or beamed with light

shimmering gleaming or shining faintly

Conventions

Subject-Verb Agreement

The **subject** and **verb** in a sentence must **agree.** In other words, if the subject is a singular noun or pronoun, the verb must also be in its singular form. If the subject is plural, the verb must also be plural. *For example: She eats lunch every day. The children eat at the table.* The singular "she" *agrees* with the singular "eats," and the plural "children" *agrees* with the plural "eat."

Activity

Disagree to Agree Take turns writing simple sentences in which the subject and verb do not agree. Have family members correct each sentence in two ways, first by changing the subject and second by changing the verb. For example, if someone writes *The dog bark*, make the sentence correct by saying both *The dog barks* and *The dogs bark*.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- Clue words such as *all, most, always, usually,* or *generally* signal generalizations.
- You can test generalizations with knowledge you already have to see if they make sense.

Directions Read the following passage. Then answer the questions below.

Sun and Moon were disagreeing again. It was always the same argument. Sun spent too much time in the sky, and Moon didn't have enough time to herself. Sun told Moon he stayed longer because that was what people and animals wanted. In fact, Sun was sure that they wished he would stay around longer. That was why, every day, Sun shone in the sky, even when it was time for Moon to take over. Usually, Sun remained in the sky for an hour after his day was finished, creating all different kinds of beautful colors. Moon wished Sun would just go away at the same time every day. But he never did. Sun seldom listened to Moon. Many times, Sun and Moon would be in the sky at the same time. Moon would try to outshine Sun, but it never worked. Sun was just too bright. It seemed Sun and Moon would never solve this problem.

1. Write a generalization from the passage.

2. How did you know that this was a generalization?

3. Write another generalization from the passage.

4. How did you know that this was a generalization?

5. On a separate sheet of paper, write a short description of what you visualized while you read the passage.

School + Home

Home Activity Your child identified generalizations in a short passage. Read a magazine article together. Ask your child to underline some generalizations. Talk about why he or she knows they are generalizations.

Name _____

Draw Conclusions

Directions Read the passage. Then answer the questions below.

Two frogs were hopping from the river to the pond, when they found themselves at a dairy. They noticed something shimmering in a tall bucket. The brave frogs hopped toward the bucket. They balanced on the bucket's edge, leaning forward to gaze into the white liquid that gleamed in the moonlight. But they leaned too far and slipped right into the bucket!

The pair tried to leap out, but the bucket was too high and slippery. They swam in circles all night. But as they swam, the liquid got thicker! When morning came, the creamy liquid had hardened. Finally, the frogs could stand on the creamy stuff and hop out of the bucket.

1. What conclusion can you draw about the white liquid?

2. What details or facts support this conclusion?

3. What is a conclusion that you can draw from the second paragraph?

4. What is one detail or fact that supports this conclusion?

5. What do you think the frogs learned from this adventure?

School + Home

Home Activity Your child drew a conclusion based on details in a story and prior knowledge. Discuss how to travel from one place to another. Encourage your child to draw a conclusion about what would happen if each step were not followed in order.

Name _____

Subject-Verb Agreement

Directions Complete each comparison. Write a verb from the box on the first line and a noun phrase from the box on the second line. Make sure subjects and verbs agree.

Verbs	scream	glows	flicker	sinks	spreads
Noun Phrases	a silver dollar	a glowing coal		a cool blanket	
	tiny candles	frightened ghosts			

1. The sun _____ into the sea like _____.

2. Night _____ across the land like _____.

3. A full moon _____ like _____.

4. Night birds _____ like _____.

5. Stars _____ above the sleeping world like _____.

Directions Add a subject and a noun or noun phrase to complete each comparison. Make sure subjects and verbs agree. Write the new sentence.

6. ___ shake like ___.

_____

7. ___ sings like ___.

_____

8. ___ runs like ___.

_____

School + Home

Home Activity Your child learned how to use subject-verb agreement in writing. Have your child write about things he or she does every day, beginning each sentence with *I* (*I walk, I learn, I play*). Ask your child to rewrite each sentence beginning with *He* or *She* and show how the verb changes.

Name _____

Vowel Sound in *shout*

Spelling Words				
however	mountain	mound	scout	shout
couch	towel	ounce	coward	outdoors
flowerpot	scowl	browse	announce	hound
trout	drowsy	grouch	eyebrow	boundary

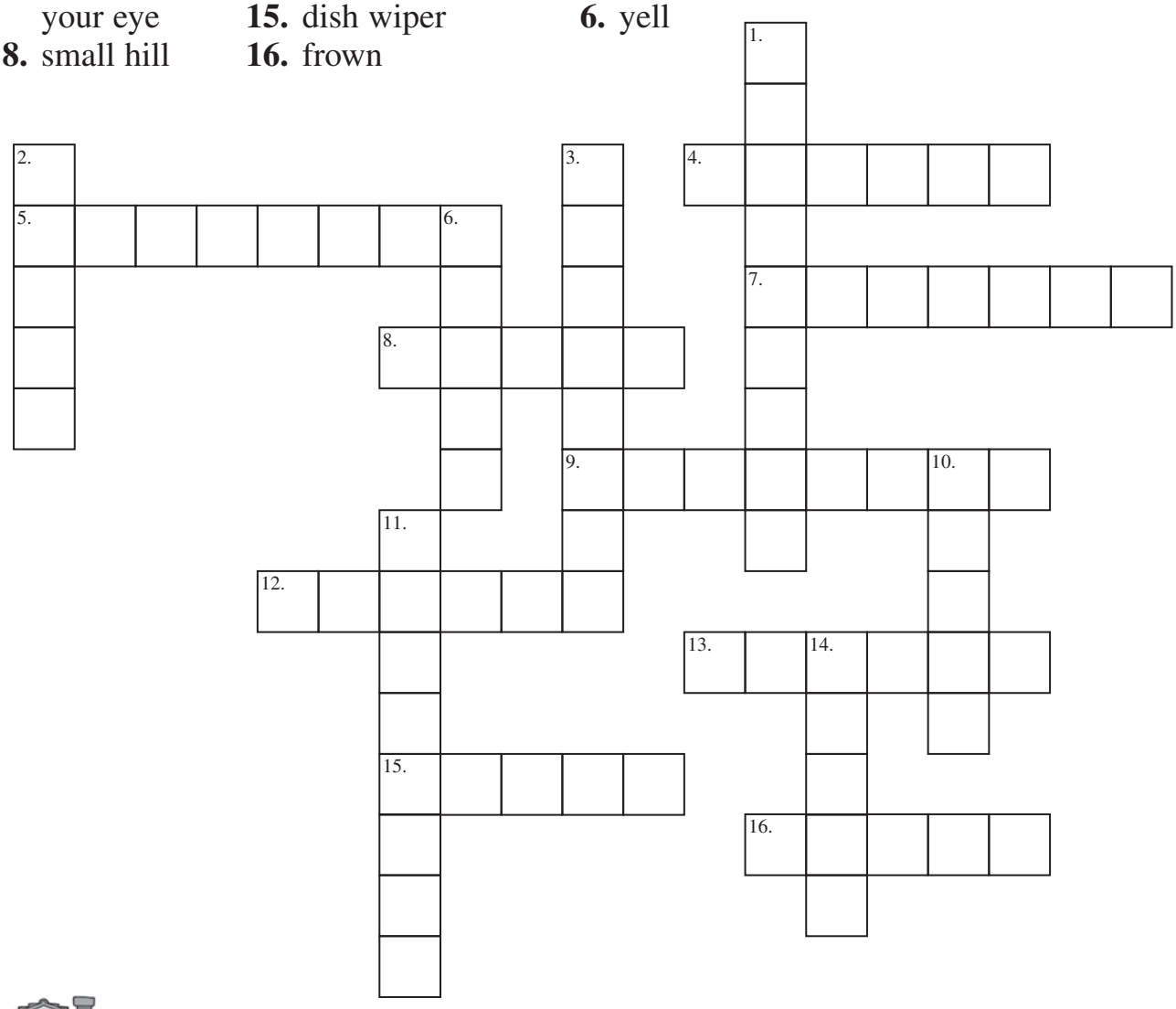
Crossword Use the clues to complete the puzzle.

Across

4. fearful one
5. not indoors
7. hair above your eye
8. small hill
9. declare
12. sleepy
13. grumbler
15. dish wiper
16. frown

Down

1. planter
2. dog
3. border
6. yell
10. sofa
11. peak
14. weight



School + Home

Home Activity Your child has learned to read, write, and spell words with *ou* and *ow*. Read aloud the puzzle clues and have your child spell the matching list word.

Name _____

Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- Clue words such as *all, most, always, usually,* or *generally* signal generalizations.
- You can test generalizations with knowledge you already have to see if they make sense.

Directions Read the following passage. Then complete the diagram by writing generalizations and their clue words from the passage.

Mother Bear was busy preparing. Winter was on its way. She gathered her cubs and explained that soon it would be darker during the daytime. "In the winter," she said, "bears usually sleep all day and all night. It is very helpful that it is dark so much." The cubs didn't understand. They were generally awake during the daytime. They wanted to play by the river.

Mother Bear said, "It will be too cold to play outside, and the river will be frozen." As the cubs gathered in the cave, Mother Bear told them, "Go to sleep, and I will wake you up when it is time to play again." Everyone settled in for a long slumber. The cubs had been wrong. In winter, all bears sleep during the day.

Generalization	Clue Word
In the winter, bears usually sleep all day and all night.	usually
1. _____ during the daytime.	**2.** _____
3. _____ _____	Everyone
4. _____ bears sleep during the day.	**5.** _____

School + Home

Home Activity Your child identified generalizations and their clue words in a short passage. Have your child name several generalizations about his/her favorite animal.

Name _____

Subject-Verb Agreement

Directions Write *Yes* if the subject and the verb in the sentence agree. Write *No* if the subject and the verb do not agree.

1. This story is interesting. _____

2. The Cherokees tells the story. _____

3. A Cherokee boy go to the mountains day after day. _____

4. His parents scold him. _____

5. "I gets more food in the mountains." _____

6. He grows long brown hair all over his body. _____

7. His parents needs food too. _____

8. "Maybe his stories is true." _____

9. Finally, all his relatives follow him to the mountains. _____

10. They turns into bears. _____

Directions Write the verb in ( ) that correctly completes each sentence.

11. I (enjoys, enjoy) old stories from other cultures. _____

12. You (read, reads) such interesting things. _____

13. Animals (talk, talks), and trees are alive. _____

14. A bear (act, acts) just like a person. _____

15. I (wish, wishes) real life were like that. _____

School + Home

Home Activity Your child reviewed subject-verb agreement. Read a story together. Ask your child to show you examples of subject-verb agreement in the story. Have him or her look for examples of plural and singular subjects and verbs.

ELD Reader

Science

Genre	Build Background	Access Content	Extend Language
Nonfiction	• Cycle of Day and Night • Earth's Rotation • Myths About Day and Night	• Labels in Pictures • Captions • Headings	• Possessives • Synonyms

Scott Foresman Reading Street 4.3.3

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Science

Day and Night

by Amy Leggett-Caldera

Question of the Week

How have people explained the pattern of day and night?

High Frequency Words

happens	today
ago	hours
understand	

Concept Words

Earth	tilts
spins	faces
circle	planets

Learning Goals

- People used to make up stories about night and day.
- When it is day in some places, it is night in others.
- Day and night happen because Earth spins.

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Day and Night

by Amy Leggett-Caldera

PEARSON

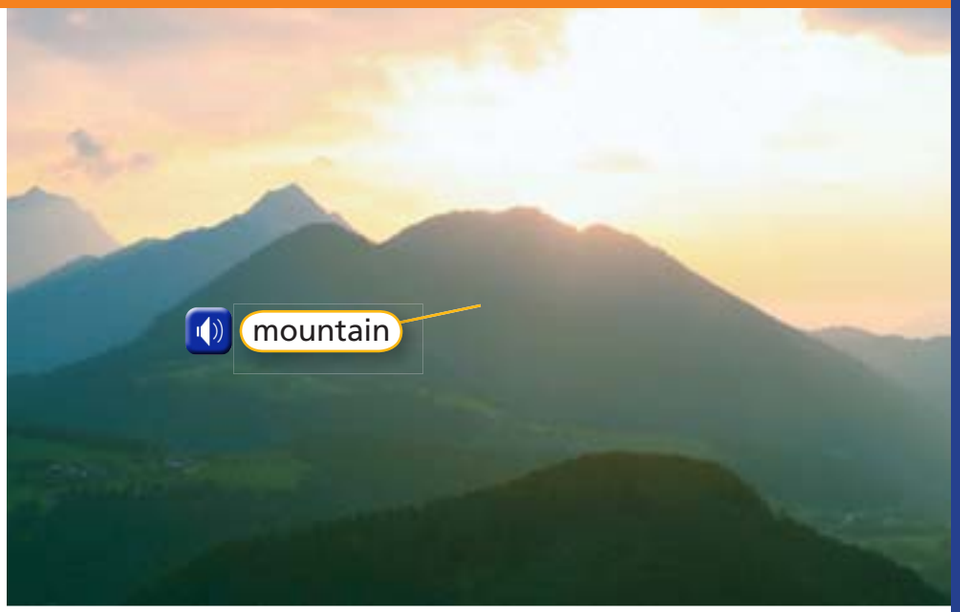
Glenview, Illinois • Boston, Massachusetts
Chandler, Arizona • Upper Saddle River, New Jersey

This happens at the same time.

Right Now . . .

In one part of the world, children are in school. In another part of the world, children are asleep. How can this be?

This happens because of how day and night work. It is day in some places right now. It is night in other places.



Some people thought the sun hid behind a mountain to make night.

Stories About Day and Night

Long ago, people did not understand day and night. They made up stories about it. Some Native Americans thought animals made day and night happen. Other people said the sun hid behind a mountain to make night. Today, we know how day and night really happen.

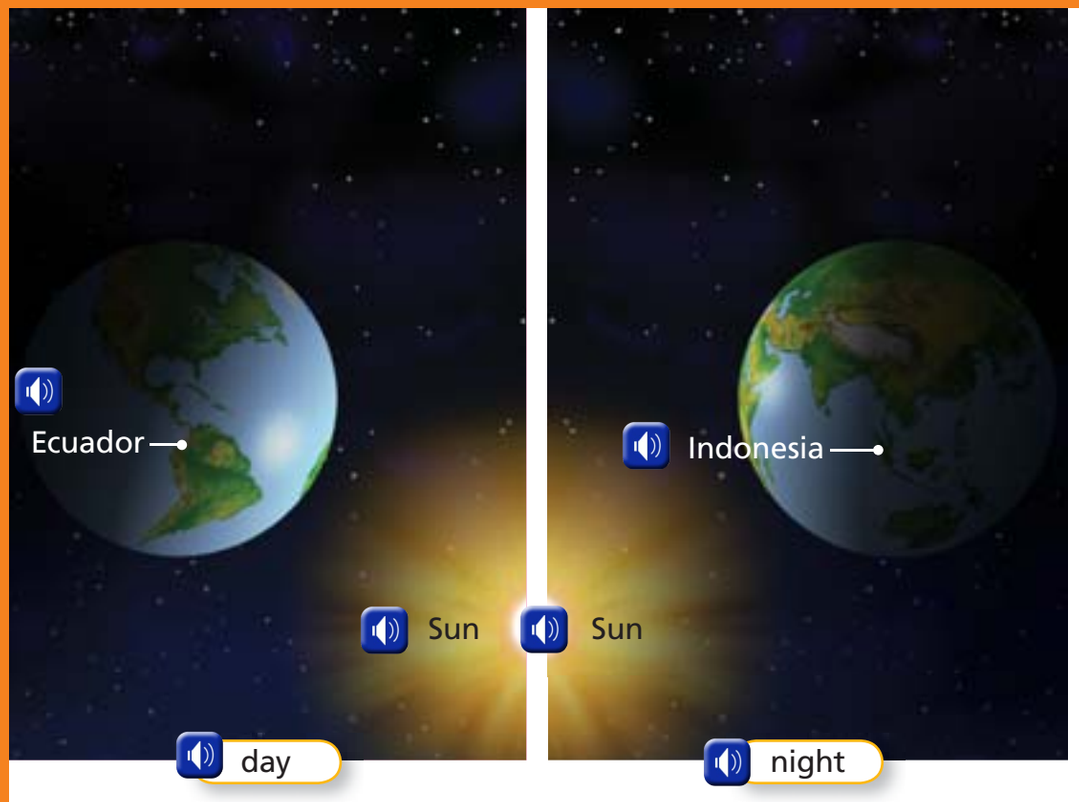
Earth spins to make night and day.

The Truth About Day and Night

Day and night happen because Earth spins. Earth is shaped like a ball. Earth spins in a circle every day. It takes 24 hours for Earth to spin around once.

Earth spins the same way each day. The sun comes up in the east. It goes down in the west.

Earth is always spinning. It moves too fast for you to feel it spinning. As it spins, it also tilts. Half of Earth always tilts toward the sun. This makes day. At the same time, half of Earth tilts away from the sun. This makes night.



Sometimes the place you live on Earth faces the sun. Then it is day. Sometimes it faces away from the sun. Then it is night.

Look at the picture. In which place is it night?

Not Just Earth

The other planets have day and night too. Day and night are different on other planets. Some planets spin faster than Earth. Their days and nights are shorter.

Some planets spin slower than Earth. The planet Venus does this. One day on Venus is more than half a year on Earth!

The days on Venus are very long!

Today, we know the real story of night and day. It is day in some places. It is night in others.

Tonight, think about people far away. You are going to bed. But they are waking up!

Extend Language Possessives

Sometimes we add *'s* to a noun. This shows that the person or thing owns something. For example, *the sun's light* means that the light belongs to the sun.

Use *'s* to show that a bed belongs to Tim.

Talk About It

1. What is one story that people made up about how night and day happen?
2. When you are in school, what are people on the other side of the world doing?

Write About It

3. Divide a sheet of paper in half. On one half, draw a picture of something you do at night. On the other half, draw a picture of something you do during the day. Label one side "night." Label the other side "day."

Extend Language

A synonym is a word that means the same thing as another word.

Word	Synonym
happy	glad
cold	cool
small	tiny

Choose the synonym for the underlined word in each sentence.

4. Earth spins very quickly. (*slowly, fast*)
5. Today, we know the real story of night and day. (*true, made-up*)

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Name _____

Consonant Digraph /sh/

- **Generalization** The digraph /sh/ can be spelled *si, ti,* and *ci:* **man<u>si</u>on, lo<u>ti</u>on, spe<u>ci</u>al.**

Word Sort Sort the list words by their spelling of /sh/.

si

1. _____
2. _____
3. _____
4. _____

ti

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

ci

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Spelling Words

1. nation
2. special
3. lotion
4. mansion
5. precious
6. creation
7. vacation
8. tension
9. especially
10. motion
11. tradition
12. gracious
13. extension
14. addition
15. caution
16. official
17. solution
18. suspension
19. politician
20. portion

School + Home

Home Activity Your child is learning to spell words with the /sh/ sound. Have your child circle the letters in each word that make the /sh/ sound.

Name _____

Family Times

Summary

Navajo Code Talkers

During World War II, twenty-nine Navajos were trained by the United States Marines to become "Code Talkers." Their contribution helped the United States defeat Japan, whose military never learned the secrets of the Navajo code.

Activity

What's for Dinner? Make up a menu for a meal you have often, substituting words for the ingredients with silly code words only you and your family know. "Rocks and sand," for example, might be code for tofu and sesame seeds.

Comprehension Skill

Sequence

The order in which events happen in a selection is the **sequence**. When you read, think about what comes first, next, and last. Remember that several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

Activity

The events in the lives of people happen in a **sequence** as well. With your family pick one week in your recent history. List the different activities each of you were involved in during that week. Then arrange them as a sequence of events that illustrates what each person did and when.

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *Navajo Code Talkers.* Practice using these words.

Vocabulary Words

advance ahead of time

developed brought into being or activity

exhausting very tiring

headquarters place from which the chief or commanding officer of an army, police force, and so forth, sends out orders

impossible not capable of being, being done, or happening; not possible

intense very much; very great; very strong; extreme

messages words or ideas sent from one person to another

reveal make known

Conventions

Pronouns and Antecedents

A **pronoun** is a word that can replace nouns. The **antecedent** is the noun or nouns to which the pronoun refers. *For example: The soldier said he was hungry.* "He" is the *pronoun* and "soldier" is the *antecedent.* Pronouns may be singular or plural. If the antecedent is plural, then the pronoun that refers to it is plural. *For example: The politicians say they are grateful.* "Politicians" is plural, so the pronoun that refers to them must also be plural (*they*).

Activity

A Perfect Match Look at pictures in a magazine with your family, and use pronouns and antecedents as you describe each picture. For example, you might point out, *Those singers are great, and they have a new hit.* Make sure your pronouns and antecedents go together.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

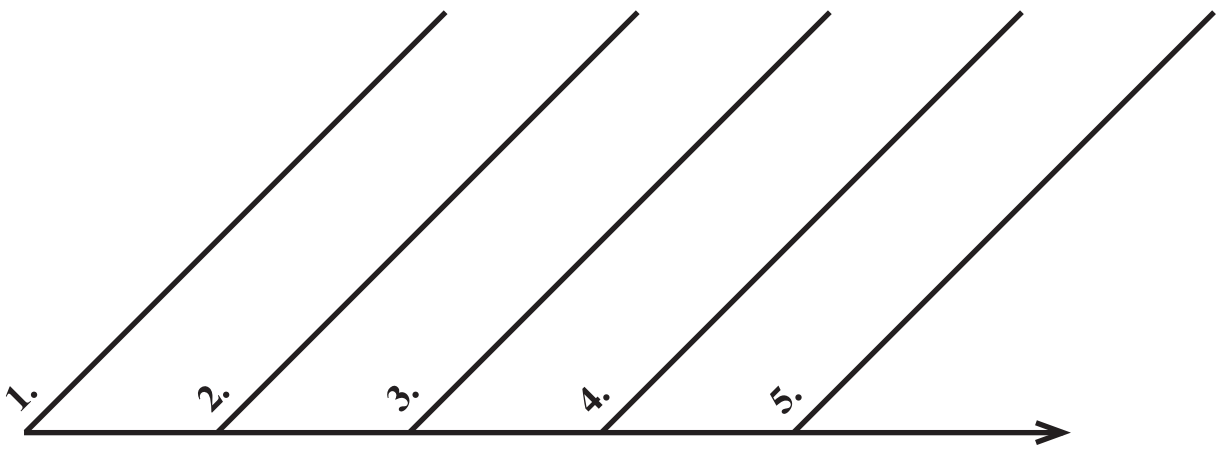
Sequence

- **Sequence** is the order in which events happen in a selection. When you read, think about what comes first, next, and last.
- Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

Directions Read the following passage. Then complete the time line below.

People get caught outside in thunderstorms all the time. But if you pay attention to the messages nature sends out, you have a better chance at staying dry. You just have to know the code. The first thing that happens before many thunderstorms is the air grows very still. The strange calm may last for over an hour. Later, you notice the leaves on some of the trees have turned upside down, and even though the branches aren't moving, the leaves start rustling. Meanwhile, not a cloud is in sight.

Then, birds all seem to begin flying swiftly home to their nests. Then, a long, steady wind comes out of nowhere. You look up and notice towering thunderheads, tall columns of storm clouds, gathering in the sky. They are moving faster than you imagined they could. All of a sudden the sky is dark. Sheets of pounding rain drench the earth. But you're safely inside, right? You know nature's secret code.



6. Where are the storm clouds when the leaves begin rustling?

School + Home

Home Activity Your child identified the sequence of events in a short passage by completing a time line. With your child, come up with a time line for the family's weekend activities. Make note of the number of things that family members do at the same time other family members are busy doing something else.

Name _____

Generalize

Directions Read the following passage. Then complete the table by writing generalizations and their clue words from the passage.

Wars usually start because one country wants something that another country has. Most wars could probably be avoided if the governments could agree to share their resources and help one another.

War should always be avoided. Wherever there is fighting, people are being hurt, and families are being torn apart. Just watch any movie about a war and you can clearly see the negative effects that a war can have. There are never any benefits.

Generalization	Clue Words?
Wars usually start because one country wants something that another country has.	usually
1.	Most, probably
2.	**3.**
4.	**5.**

School + Home

Home Activity Your child reviewed generalizations and their clue words in a short passage. Have your child write a paragraph generalizing a topic. Challenge your child to use the clue words from this passage in his or her paragraph.

Name _____

Pronouns and Antecedents

Directions Rewrite each sentence. Replace some nouns with pronouns to make the sentence less wordy.

1. The U.S. military had radios, but the radios were heavy and the radios were not private. _____

_____

2. Philip Johnston was not Navajo, but Philip Johnston knew the Navajo language.

_____

_____

3. Recruiters enlisted some Navajos, and the Marine Corps sent the Navajos to boot camp. _____

_____

4. The code talkers had a meeting, and the code talkers created a code.

_____

_____

5. The senator said the code talkers should be honored, and Americans agreed with the senator. _____

_____

Directions Write a paragraph about how the Navajo code talkers helped win World War II. Use pronouns to make your writing smooth. Underline the pronouns.

_____

_____

_____

_____

School + Home

Home Activity Your child learned how to use pronouns and antecedents in writing. Have your child write two or three sentences about someone in the family, using pronouns and antecedents. Ask him or her to point out the pronouns and their antecedents.

Name _____

Consonant Digraph /sh/

Spelling Words				
nation	special	lotion	mansion	precious
creation	vacation	tension	especially	motion
tradition	gracious	extension	addition	caution
official	solution	suspension	politician	portion

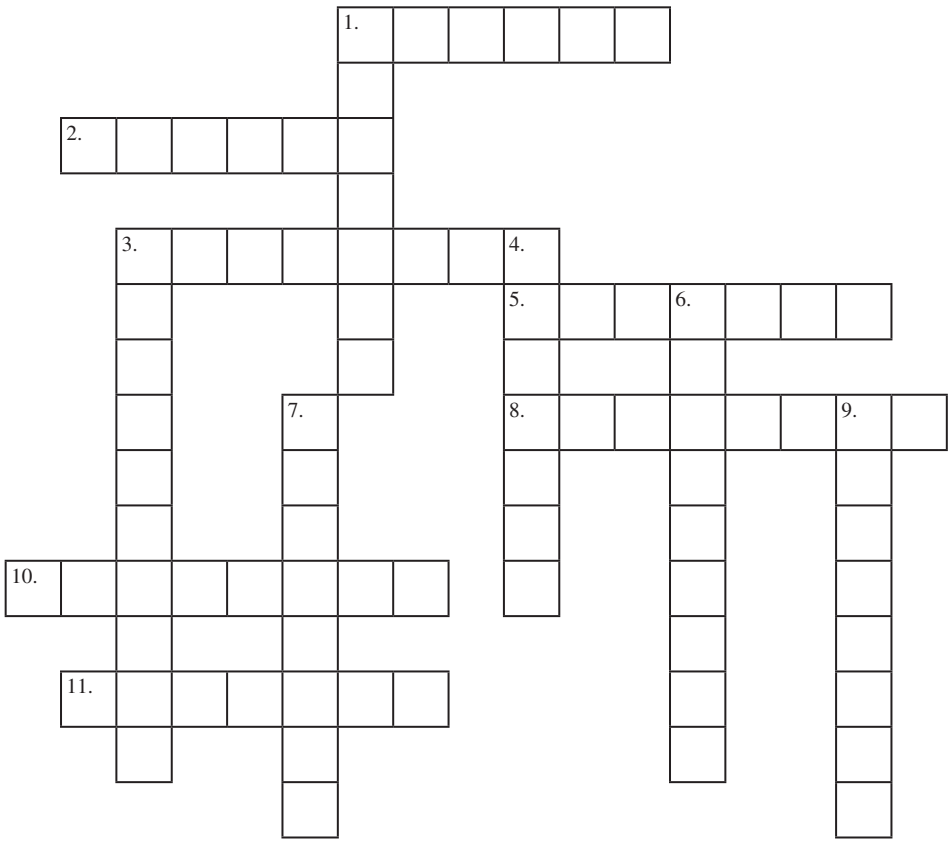
Crossword Puzzle Write list words to fill in the puzzle.

Across

1. study of movement
2. country
3. prized
5. part
8. invention
10. holiday
11. care

Down

1. large home or estate
3. one who runs for office
4. unique
6. ritual
7. opposite of subtraction
9. certified



School + Home

Home Activity Your child read, spelled, and wrote words with the /sh/ sound. Practice spelling and using the words in sentences with your child.

Name _____

Sequence

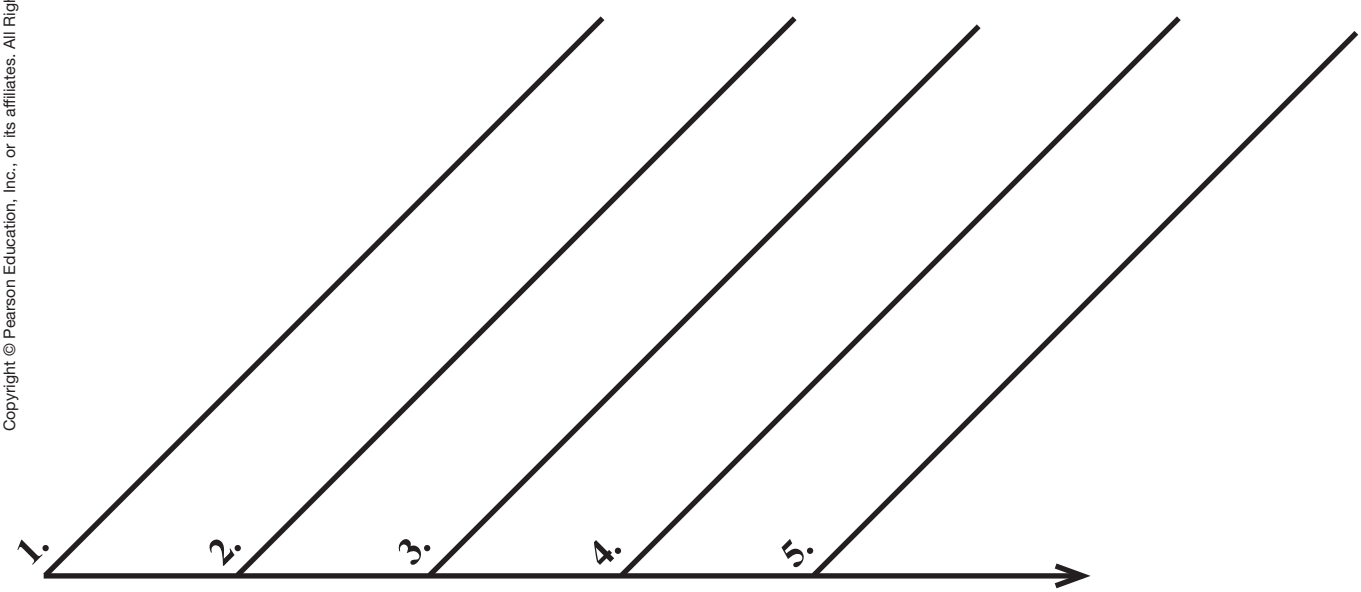
- **Sequence** is the order in which events happen in a selection. When you read, think about what comes first, next, and last.
- Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

Directions Read the following passage. Then complete the time line below.

FT/PT—Mfg Co seeks Asst Mgr for whse, PMs/wknds req'd. Exc. salary/ben. E-mail resume to Ms. Stuart ASAP. EEO/DF.

Toni read the newspaper ad again. She'd been looking for a secretarial job for weeks, but there weren't many ads for secretaries. She didn't know what kind of work this ad offered. It was written in some kind of code! By now she didn't care. She needed a job, any job. She sent her resume, a list of her work experience, to Ms. Stuart.

The phone rang the next day. "Hi, Toni?" the caller asked. "Yes?" Toni answered. "This is Ms. Stuart. I'm calling to offer you a job!" Toni panicked. "Uhhh...Which job was that?" she asked. "The one you applied for yesterday" answered Ms. Stuart. "Could you read me the ad? I've forgotten already," Toni bluffed. "Full time or part time. Manufacturing company seeks assistant manager for our warehouse. Nights and weekends are required. Excellent salary and benefits. E-mail your resume to Ms. Stuart as soon as possible. We're an Equal Employment Opportunity and drug-free workplace. Are you still interested in this job?" Ms. Stuart asked. Toni gasped, "I think I answered your ad by mistake!"



School + Home

Home Activity Your child identified the sequence of events in a short passage by completing a time line. With your child, discuss something that you do every day that requires a several steps that you don't even think about. Together, come up with a time line that breaks the activity into the steps required.

Name _____

Pronouns and Antecedents

Directions Match the pronoun with the noun or noun phrase that could be its antecedent. Write the letter of the correct antecedent next to the pronoun.

_____	**1.** words	**A**	he
_____	**2.** battleship	**B**	it
_____	**3.** other Americans and I	**C**	they
_____	**4.** Philip Johnston	**D**	we

Directions Write a pronoun to replace each underlined noun or noun phrase.

5. The Marines said that the Marines needed a new code. _____

6. The Navajo language was not spoken by many, and the Navajo language was hard to learn. _____

7. Recruiters wanted to meet Navajos, so recruiters traveled to the Navajo reservation. _____

8. Chester Nez helped create the code, and Chester Nez said it seemed impossible. _____

9. Navajo words were used for letters, and Navajo words were also used for military terms. _____

10. The President wanted to thank the code talkers and honor the code talkers. _____

11. The Navajo code interested Jim and me, and it made Jim and me curious. _____

12. Anna did a report on the Navajo code talkers, and Anna learned much about World War II. _____

Directions Circle the pronoun in ( ) to complete each sentence. The antecedents of the pronouns are underlined.

13. Boot camp was hard, but (it, he) was necessary.

14. Code talkers repaired radios and carried (it, them) into battle.

15. Roy Hawthorne spoke Navajo as a child, so (he, him) knew the language well.

Home Activity Your child reviewed pronouns and antecedents. Ask your child to find examples of pronouns and antecedents in reading matter around the house.

ELL Reader

Social Studies

Genre	Build Background	Access Content	Extend Language
Expository Nonfiction	• Computers • Privacy	• Definitions • Headings	• Computer Terms

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Social Studies

Computer Secrets

by Robert Kausal
illustrated by Lon Levin

Question of the Week

Why are secret codes necessary?

Key Comprehension Skill

Sequence

Concept Words

e-mail	access	hackers
crack	ancient	messages
password	logging	digits
characters	features	reveal
identity		

Learning Goals

- Secret codes keep important information safe.
- Secret codes were used more than 2,000 years ago.
- A password is a secret code used today.

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Computer Secrets

by Robert Hausal
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PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona
Upper Saddle River, New Jersey

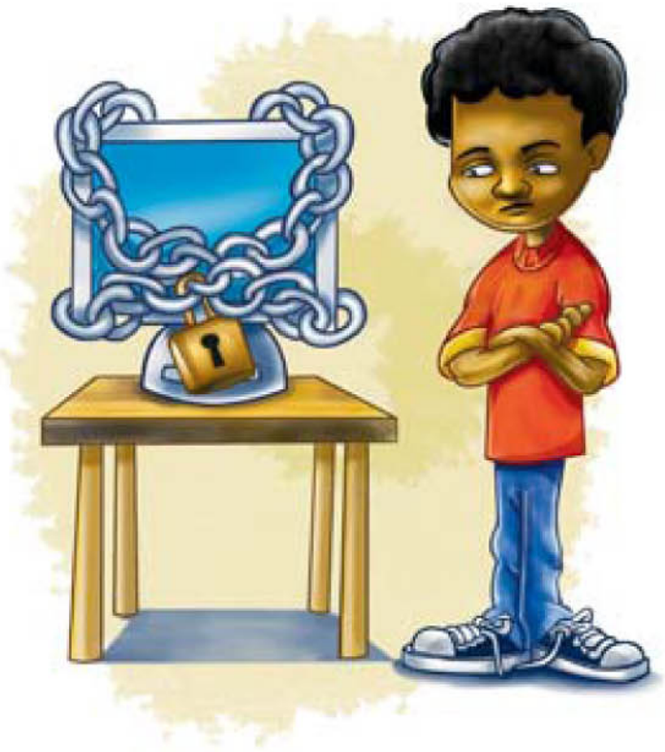
Computers Are Everywhere!

It is hard to imagine our lives without computers. They are in our homes, schools, libraries, stores, and police stations. We all use computers for different reasons.

At school, computers can help us find information about dinosaurs. At home they can challenge us to a favorite game. And at the police station they can help us solve crimes. The information that computers hold has become more valuable than money.

However, for many people, the most valuable thing that computers hold is our personal information. Everything from an e-mail telling who we want on our soccer team to information about the money we have in our banks is available on computers. If this information were to get into the wrong hands, we could be embarrassed or broke! So, how do we limit the access of people who can view our computer secrets?

e-mail: short for electronic mail
access: a way to connect



Keeping Secrets

We can try locking our computers with chains. Or we can stand guard and watch for computer thieves. However, the best way to secure our personal information is to create a secret code.

Secret codes can be letters, words, phrases, numbers, or answers to personal questions. As computer thieves, or hackers, become smarter, we have to create secret codes that are difficult to crack.

hacker: a person who is skilled in using computers
crack: to solve or figure out

Secret codes are not new. They have been around for thousands of years. The ancient Greeks used secret codes more than 2,000 years ago. Even President Thomas Jefferson used secret codes. President Jefferson sent secret messages to the famous explorers Lewis and Clark as they explored North America.

ancient: belonging to times long past
messages: words sent or delivered from one person or group to another

What's the Password?

Today, computers use secret codes, too. On a computer a secret code is called a password. Passwords allow us to access and send valuable information. Chances are you created a password when you opened an e-mail account.

But passwords are also needed for buying things on the Internet, viewing many Web sites, and logging on to school computers. It seems as if you can't go anywhere on a computer without having to create a password!

password: a secret word that allows the person using it to enter an area or computer system

logging: to enter information

Banks require passwords, too. Adults check on the money in their account by logging on to the bank's Web site, or they can use an ATM (Automated Teller Machine). ATMs require us to use a bankcard and a secret four-digit number called a PIN (Personal Identification Number).

With only four digits you might think it would be easy for thieves to figure out your secret number. But most ATMs only give you three tries at entering your PIN before you are blocked out and told to try again later.

digit: any of the figures 0 1 2 3 4 5 6 7 8 9

Password Rules

So, how do you go about creating a password? It may surprise you to know that there are rules for creating passwords. Here a few simple rules you should remember:

- Passwords are case sensitive. That means if your password has an upper case "B" in it, you can't substitute it with a lower case "b."
- Most passwords need to be at least 6 to 8 characters long. Characters are letters, numbers, or any of the symbols found on your computer keyboard.
- Passwords should be changed frequently, depending on the type of information you are protecting.
- Passwords should be different for every place you use one. If you always use the same password, someone can have access to ALL your information.
- Memorize your passwords! Don't ever write down your passwords.

characters: a letter, number, mark or sign; there are 52 characters in our alphabet.

Unfortunately, many people don't take the job of creating passwords seriously. They make the mistake of using their names, birthdays, or names of their pets as passwords. You may be surprised to learn that many people also use the password: Qwerty. These are from the first row of letters on a keyboard. The point is that you should never use any password that would be easy for someone to guess.

So, how do you create a top-secret password that even your best friend wouldn't guess?

And the Password Is...

A good idea for creating a password is to pick a famous person, dates that have meaning to you, or something from a favorite song or movie. Another good idea is to take one of the above ideas and spell it backwards. For example, if your sister was born in 1996, and your favorite song is "The Itsy Bitsy Spider," you could include any of these possibilities:

- Redips96
- Itsy96bitsy
- S9p6ider
- Ystiystib1996

By now you might be thinking what if I forget my password? Don't worry, it happens all the time. In fact, many Web sites have security features for people who forget their passwords. Chances are that when you set up your password, you were also asked three security questions. Some of the more common questions you may have been asked are: *What is the name of your best friend? What school did you graduate from? Or, what is your pet's name?* It is only after you reveal the answers to these questions that a Web site will let you in.

features: a distinct part or quality
reveal: to make something known

Computer thieves are getting smarter at breaking in to our personal computers. That is why it is important that you are even smarter at guarding your computer secrets. Remember, your personal information is your identity. No one wants to have his or her identity stolen.

identity: who or what you are

Talk About It

1. What are the steps for creating a good password?
2. Why is it important to change your passwords often?

Write About It

3. Write a short paragraph describing the importance of creating a strong password.

Extend Language

The non-computer words *sensitive, logging,* and *password* were borrowed to describe things on computers. Write two sentences using the terms below. One sentence should be about computers and the other not about computers.

characters security

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