# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# FOURTH Grade

**READING TARGET:** I CAN make inferences based on a title.
**MATH TARGET:** I CAN Represent and Solve Problems

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| **LITERACY CORE TASKS**<br>May 4-8, 2020 | | | |
| *30 minute task aligned to literacy target*<br>**I CAN:** make inferences based on a title and characters. | *30 minute task aligned to literacy target*<br>**I CAN:** make inferences based on a title and characters | *30 minute task aligned to literacy target*<br>**I CAN:** make inferences based on a title and characters. | *Progress Monitoring*<br>**I CAN:** make inferences based on a title and characters with 80% mastery. |
| **LESSON TOPIC/TITLE**<br>1. Take a look at the Video on Inferences and make some mental notes.<br>2. Look at the power point presentation "What Is An Inference".<br>3. Read and complete the 1st passage on page 1 of the the eReadng Worksheet and answer questions 1-3.<br>4. Review your videos from last week if you need additional support. | **LESSON TOPIC/TITLE**<br>1. Read and complete the 2nd passage on page 1 of the the eReadng Worksheet and answer questions 4-5.<br>2. Complete and submit the assignment in Google Classroom. You may also email or take a picture of your work and upload it to me.<br>3. Review your videos from last week if you need additional support. | **LESSON TOPIC/TITLE**<br>1. Review the video and power point examples from Monday & Tuesday.<br>2. Read and complete the 3rd passage on page 2 of the the eReadng Worksheet and answer questions 6-7.<br>3. Write down any questions you still have about finding inferences or how to use information from a passage to support their answer. We will answer them in our Google Classroom today. | **LESSON TOPIC/TITLE**<br>1. Assessment: Read and complete the last passage on page 2 of the eReadng Worksheet and answer questions 8-10.<br>2. Complete and submit the assignment in Google Classroom. You may also email or take a picture of your work and upload it to me. |

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# FOURTH Grade

| | | | |
|---|---|---|---|
| | | 4. Complete and submit the assignment in Google Classroom. You may also email or take a picture of your work and upload it to me. | |
| **MATH CORE TASKS**<br>**May 4-8, 2020** | | | |
| *30-minute task aligned to Math target*<br>**I CAN:** write a given subtraction equation correctly. I can subtract whole numbers within 10 using objects, in horizontal and vertical format. | *30-minute task aligned to Math target*<br>**I CAN:** write a given subtraction equation correctly. I can subtract whole numbers within 10 using objects, in horizontal and vertical format. | *30-minute task aligned to Math target*<br>**I CAN:** write a given subtraction equation correctly. I can subtract whole numbers within 10 using objects, in horizontal and vertical format. | *Progress Monitoring*<br>**I CAN:** write a given subtraction equation correctly. I can subtract whole numbers within 10 using objects, in horizontal and vertical format. |
| **LESSON TOPIC/TITLE**<br>1. Vertical is up and down like the letter "V".<br>2. Solving subtraction equations. Click on the video link to learn more.<br>3. Complete the "Subtracting No Regrouping" worksheet. Submit assignment in the Google Classroom. You may | **LESSON TOPIC/TITLE**<br>1. Vertical is up and down like the letter "V".<br>2. Solving subtraction equations. Click on the video link to learn more.<br>3. Complete the "Subtracting Regrouping" worksheet. Submit assignment in the Google Classroom. You may | **LESSON TOPIC/TITLE**<br>1. L Vertical is up and down like the letter "V".<br>2. Solving subtraction equations. Click on the video link to learn more.<br>3. Complete the "Subtracting Regrouping" worksheet. Submit assignment in the | **LESSON TOPIC/TITLE**<br>1. Vertical is up and down like the letter "V".<br>2. Solving subtraction equations. Click on the video link to review.<br>3. Complete the "Subtracting Regrouping" worksheet. Submit assignment in the Google Classroom. You |

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# CORE TASKS
# FOURTH Grade

| | | | |
|---|---|---|---|
| also take a picture of your assignment and email it to me. | also take a picture of your assignment and email it to me | Google Classroom. You may also take a picture of your assignment and email it to me. | may also take a picture of your assignment and email it to me. |
| **SCIENCE CORE TASKS**<br>**Choose 1 weekly activity** | | **SOCIAL STUDIES CORE TASKS**<br>**Choose 1 weekly activity** | |
| **Virtual Field Trip to 3M World Headquarters**<br><br>How Nature Inspires 3M Science<br>What do gecko's feet, spider legs, goose feathers and fireflies have in common?<br><br>They are all features designed by nature that have inspired 3M innovations in science!<br><br>As a student take a tour of the Young Scientist Lab Virtual Field Trip to 3M World Headquarters, to explore how 3M scientists are using biomimicry to improve and invent new products for everything from healthcare to food science to adhesives. | | **Smithsonian National Museum of Natural History**<br><br>Over 30 million visitors walk through the doors of the Smithsonian National Museum of Natural History each year. Take a virtual field trip through the halls to see this beautiful museum and some of its massive exhibits.<br><br>**Progress Monitoring:** Which exhibit did you visit? What did you learn that makes you want to physically go the museum? | |
| **ENRICHMENT, EXTENSION & REINFORCEMENT TASKS**<br>**(beyond the 60-75 minutes)** | | | |
| **ELA:** Work on your Study Island and make your goal 80%.<br><br>**Math**: Work on Study Island | Work on your Study Island and make your goal 80%.<br><br>**Math**: Work on Study Island | Work on your Study Island and make your goal 80%.<br><br>**Math:** Write down any problems or questions you have for me | **ELA**: Work on your Study Island and make your goal 80%.<br><br>**Math:** Work on your Study Island.<br>1. Peak at the lesson plan for |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# FOURTH Grade

| | | | |
|---|---|---|---|
| | | about your lesson this week. We will share on Friday. | next week to get ahead. |

## FRIDAY

- Check- Ins on Friday: SLEs- How are you adjusting to online learning?
- Attend Goggle Hang out- Discussions about Science projects and videos
- Complete any assigned work that you did not get a chance to do yet or finish,
- Complete special area activities that you may have received such as music, dance, PE, or Support Emotional Learning (SEL).
- Lastly, take care of yourself because you are important to me.


# All About Inferences

Ms. Coleman's Caring Class


# What is an INFERENCE

- A conclusion reached based on evidence
- Making an intelligent guess about something
- Using what you know to make decision about something or someone.

# Can you make an inference from the statements below?

1. Sally arrives at home at 4:30 and knows that her mother does not get off of work until 5. Sally also sees that the lights are off in their house.

2. Sherry's toddler is in bed upstairs. She hears a bang and crying.

3. John hears a smoke alarm next door and smells burnt bacon.


## Compare your inferences…

1. Sally can infer that her mother is not yet home.

2. Sherry can infer that her toddler is hurt or scared.

3. John can infer that his neighbor burnt her breakfast.


# Can you make an inference from the statements below?

1. Jennifer hears her mailbox close and her dog is barking.

2. Norman sees cookie crumbs on the floor and chocolate around his son's mouth.

3. The floor is covered in shreds of newspaper, and Susan's dog has a small piece of newspaper stuck in his fur.

4. Julia works at a pet store and owns four cats, a lizard, a dog, and a rabbit.


## Compare your inferences…

1. Jennifer can infer that the postal carrier has delivered her mail.
2. Norman can infer that his son ate a cookie.

3. It can be inferred that Susan's dog ate the newspaper.

4. t can be inferred that Julia is a pet lover.

# Can you make an inference about the titles below?

Read each title and make an inference as to what you think the story will be about.

1. “Back to the Future”
2. “No Way Out”

# Can you make an inference about the titles below?

Read each title and make an inference as to what you think the story will be about.

1. “Back to the Future” can infer that one has already been in the future and will revisit.

2. “No Way Out” can infer that one may be trapped or locked into a situation where there is not solution or opportunity to break free.

Name: _____

## Inferences Worksheet 2

**Directions:** Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? _____

| How do you know this? |
| --- |
| |

2. Why does Kyle put the report card in a soup can? _____

| How do you know this? |
| --- |
| |

3. Was Kyle's report card good or bad and why was it like that? _____

| How do you know this? |
| --- |
| |

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John…" And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? _____

| Why do you feel this way? |
| --- |
| |

5. Why is Anastasia sad? _____

| How do you know this? |
| --- |
| |

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. "9:48," she shouted, "Holy cow!" Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having? _____

| How do you know this? |
| --- |
| |

7. Where is Cassie going? _____

| How do you know this? |
| --- |
| |

Kelvin was waiting in front of the corner store at 3:56. His muscles were tense and he was sweating a bit more than usual. The other kids gathered in front of the little storefront were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. "Don't worry, Kelvin. He ain't even gonna show up." Kelvin hoped that he wouldn't. A black four-door Camry with tinted windows pulled up and parked across the street. Kelvin gulped. 3:58. A group of teenagers piled out of the car. James was in the front. "Hi-ya, Kelvin. Glad you could make it," James said. Kelvin felt smaller.

8. Why is Kelvin waiting at the corner store? _____

| How do you know this? |
| --- |
| |

9. Are James and Kelvin friends? _____

| What in the text supports your idea? |
| --- |
| |

10. Why is Kelvin so nervous? _____

| What in the text supports your idea? |
| --- |
| |

MONDAY May 5, 2020

# Subtracting 3-Digit Numbers (A)

Name: _____ Date: _____

Calculate each difference.

| | | | |
|---|---|---|---|
| 797 − 573 | 798 − 703 | 952 − 487 | 408 − 192 |
| 302 − 103 | 972 − 284 | 769 − 479 | 864 − 181 |
| 960 − 326 | 994 − 431 | 747 − 425 | 475 − 467 |
| 535 − 413 | 429 − 340 | 724 − 673 | 334 − 124 |
| 601 − 554 | 787 − 646 | 953 − 880 | 972 − 943 |

TUESDAY May 6, 2020

# Subtracting With ALL Regrouping (E)

Name: _____ Date: _____

Calculate each difference.

| | | | | |
|---|---|---|---|---|
| 6612 − 786 | 9161 − 166 | 2112 − 233 | 6230 − 984 | 5202 − 296 |
| 8150 − 782 | 6750 − 998 | 2320 − 545 | 1031 − 765 | 9260 − 379 |
| 8222 − 865 | 3421 − 983 | 7406 − 919 | 3665 − 869 | 5431 − 874 |
| 4116 − 939 | 4935 − 949 | 1310 − 418 | 9636 − 798 | 4337 − 999 |
| 8123 − 846 | 3322 − 723 | 9836 − 898 | 8552 − 895 | 4427 − 829 |

WEDNESDAY May 7, 2020

# Subtracting With ALL Regrouping (A)

Name: _____ Date: _____

Calculate each difference.

| | | | | |
|---|---|---|---|---|
| 5800 − 833 | 8533 − 886 | 7151 − 186 | 5042 − 796 | 8101 − 717 |
| 6200 − 951 | 3723 − 767 | 1460 − 688 | 5681 − 899 | 4206 − 759 |

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Thursday May 8, 2020

| | | | | |
|---|---|---|---|---|
| 9713 − 798 | 9611 − 728 | 8950 − 989 | 6266 − 868 | 1033 − 188 |
| 1510 − 646 | 9102 − 645 | 8211 − 319 | 3685 − 998 | 8266 − 399 |
| 8653 − 668 | 7720 − 868 | 6348 − 869 | 2572 − 695 | 2491 − 692 |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# FOURTH Grade

**READING TARGET:** I CAN make inference about plot in a literary text.
**MATH TARGET:** I CAN write a given addition equation correctly and add whole number with sums within 200 in vertical and horizontal formats

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| **LITERACY CORE TASKS**<br>May 11-15, 2020 | | | |
| *30 minute task aligned to literacy target*<br>**I CAN:** make inferences about plot in a literary text. | *30 minute task aligned to literacy target*<br>**I CAN:** make inferences about plot in a literary text. | *30 minute task aligned to literacy target*<br>**I CAN:** identify the **setting** and understand its function in stories | *Progress Monitoring*<br>**I CAN:** complete a target assessment at 80% proficiency |
| **LESSON TOPIC/TITLE**<br>1. Review the video about Plot and take notes.<br>2. Review the Power Point slide about Story Plots<br>3. Complete Part A and B on the "Can You Make An Inference" worksheet. | **LESSON TOPIC/TITLE**<br>1. Take a look at the Plot Anchor Chart.<br>2. Answer questions 1-3 on the Plot worksheet. Submit assignment in Google Classroom. You may also, take a picture of your work and email it to me.<br>3. Complete Part C, D, and E on the "Can You Make An Inference" worksheet. | **LESSON TOPIC/TITLE**<br>1. Review the video and power point again today.<br>2. Answer questions 4-6 on the Plot worksheet.<br>3. Read the story "Courageous Leader" and complete .. https://classroom.google.com/c/ODkwMzQ4MDM5NTNa/a/MTAxNjk3ODcxMzE1/details<br>4. Write down any questions you have about themes. We will answer them in our Google Classroom | **LESSON TOPIC/TITLE**<br>1. Assessment: Answer questions 7-10 on the Plot worksheet.<br>2. Reread the story, "Courageous Leader" an answer the remainder of the page. https://classroom.google.com/c/ODkwMzQ4MDM5NTNa/a/MTAxNjk3ODcxMzE1/details<br>3. Complete and submit the assignment in Google Classroom. You may also email or take a picture of |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# FOURTH Grade

| | | | |
|---|---|---|---|
| | | today. | your work and upload it to me. |
| **MATH CORE TASKS**<br>**May 11-15, 2020** | | | |
| *30-minute task aligned to Math target*<br>**I CAN:** write a given addition equation correctly and add whole number with sums within 200 in vertical and horizontal formats. | *30-minute task aligned to Math target*<br>**I CAN:** write a given addition equation correctly and add whole number with sums within 200 in vertical and horizontal formats | *30-minute task aligned to Math target*<br>**I CAN:** write a given addition equation correctly and add whole number with sums within 200 in vertical and horizontal formats | *Progress Monitoring*<br>**I CAN:** write a given addition equation correctly and add whole number with sums within 200 in vertical and horizontal formats |
| **LESSON TOPIC/TITLE**<br>1. Horizontal is left to right like the line that connect the letter "H". Click on the Vertical Subtraction Video and link. Pictures\Subtraction anchor chart.jpg<br>2. Complete only the 1st column of problems on the Subtracting Horizontal (B) worksheet.<br>3. Submit your completed assignment in the Google Classroom. You may also take a picture of your assignment and email it to | **LESSON TOPIC/TITLE**<br>1. Horizontal is left to right like the line that connect the letter "H". Click on the link to learn more. Pictures\Subtraction anchor chart.jpg<br>2. Complete only the 2nd column of problems on the Subtracting Horizontal (B) worksheet<br>3. Write all your work out.<br>Solving subtraction equations. | **LESSON TOPIC/TITLE**<br>1. Click on the link to review "How to write a correct subtraction equation problem correctly".<br>2. Complete only the 3rd column of problems on the Subtracting Horizontal (B) worksheet<br>3. Write all your work out.<br>4. Submit your completed assignment in the Google Classroom. You may also take a picture of your | **LESSON TOPIC/TITLE**<br>1. "Complete only the last column of problems on the Subtracting Horizontal (B) worksheet."<br>2. Write all your work out.<br>3. Submit your completed assignment in the Google Classroom. You may also take a picture of your assignment and email it to me.<br>4. Write down any problems or questions you have about your lessons this week. We will share on |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# FOURTH Grade

| | | | |
|---|---|---|---|
| me. | | assignment and email it to me. | Friday. |
| **SCIENCE CORE TASKS**<br>**Choose 1 weekly activity** | | **SOCIAL STUDIES CORE TASKS**<br>**Choose 1 weekly activity** | |
| Continue with Science from last week if you did not finish. You will have a Social Studies lesson to complete for this week. | | | |
| **ENRICHMENT, EXTENSION & REINFORCEMENT TASKS**<br>**(beyond the 60-75 minutes)** | | | |
| **ELA**: Work on Study Island<br>**Math**: Click on worksheet and work on 10 problems solving with horizontal<br>https://drive.google.com/file/d/0B1wSrSzkFCgSRHZ5eWZYaHAyQ0E/view | **ELA**: Work on Study Island<br>**Math:** Click on worksheet and work on 11-20 problems solving with horizontal<br>https://drive.google.com/file/d/0B1wSrSzkFCgSRHZ5eWZYaHAyQ0E/view | **ELA**: Work on Study Island<br>**Math:** Write 10 addition equation problems using a 2-digit number for the top and 2-digit number for the bottom. The sum must be more be at least 200. | **ELA**: Work on Study Island<br>**Math:** Work on your Study Island. |
| **FRIDAY** | | | |
| • Complete any assigned work that you did not get a chance to do yet or finish,<br>• Complete special area activities that you may have received such as music, dance, PE, or Support Emotional Learning (SEL). | | | |

# MARVIN L. WINANS PERFORMANCE ACADEMY
## CORE TASKS
## FOURTH Grade

May
2020

# PLOT Elements

## What is a plot?

# PLOT

The things that happen in the story.

# Exposition

The Beginning,
The Setting
The Characters

- An introduction of details in the beginning of a story often includes setting , characters and conflict.

***Setting***: **<u>When</u> and <u>Where</u> the story takes place.**

***Character(s):*** A person(s) or animal(s) in the story

# CONFLICT

The problem in the story.

This is throughout the PLOT of the story.

# RISING ACTION

Things that happen before the climax.

# CLIMAX

**The turning point of the story.**

**The point with the most suspense (action).**

Many climaxes have the character....

>Learn a lesson
>change

# FALLING ACTION

**Things that happen after the climax.**

The events that take place as the story is getting ready to conclude.

# RESOLUTION

This is how the story ends.

The conclusion!!!

The Conflict is resolved.

# Plot Anchor Chart

CLIMAX

RISING ACTION

RISING ACTION

RISING ACTION

FALLING ACTION

CONFLICT

EXPOSITION

RESOLUTION

Now let's use what we learned about story plots to make **Inferences.**

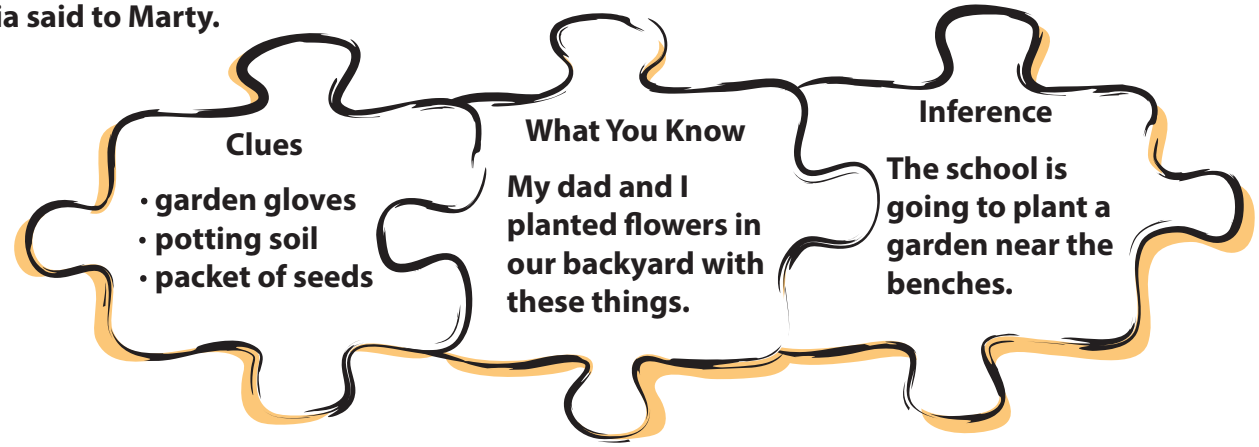
Remember, an inference is making a conclusion about somethings based on your knowledge of the situation.

Name: _____ Date: _____

# Can You Make an Inference?

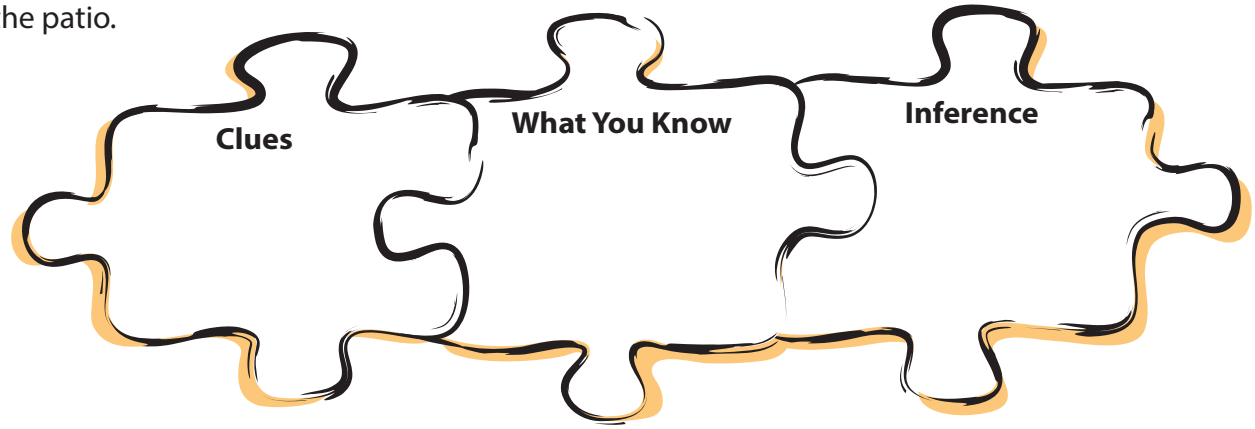
Good readers make **inferences** when the author does not tell everything about the characters, setting, and events. Making an inference is like putting the pieces of a puzzle together.

**Example: Maria and Marty wore garden gloves as they walked out the door. They had already placed the potting soil outside near the benches. In their hands, they each carried a packet of seeds. "The students are going to love this. It will be so beautiful when everything blooms in the spring!" Maria said to Marty.**

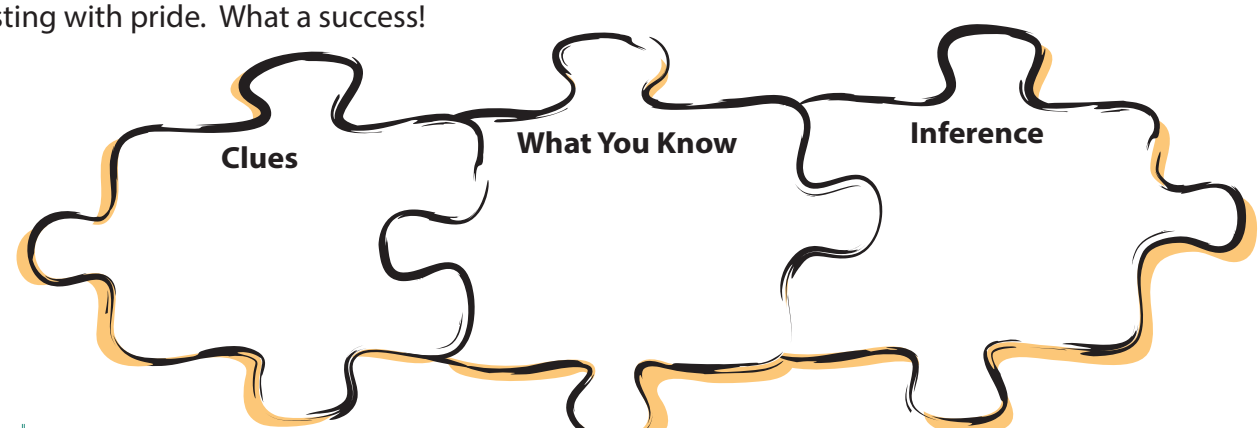



**Directions: Read the passage and fill out the chart that follows.**

a) As soon as the dog returned to the back patio, the owner said, "Oh, Champ! Not again. You can't come into the house like that. Sit." The owner walked to the side of the house, unraveled the hose, and dragged it to where Champ waited. He turned on the hose and sprayed the dog. The dirty water streamed off the patio.



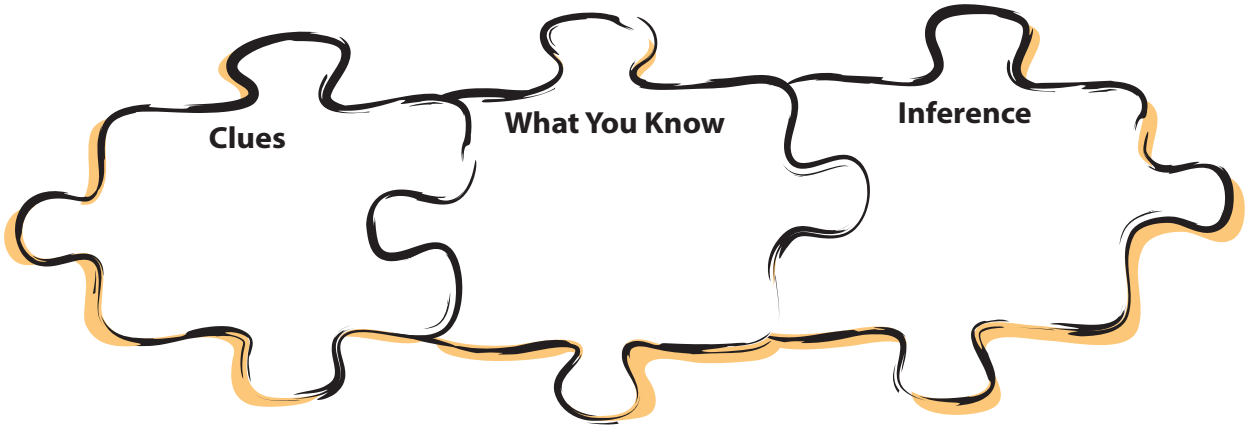

b) The crowd cheered loudly for Lisbeth as she took a bow. Her teacher motioned for her to come to the side of the stage so the next group could perform. She had been nervous before, but now Lisbeth was bursting with pride. What a success!



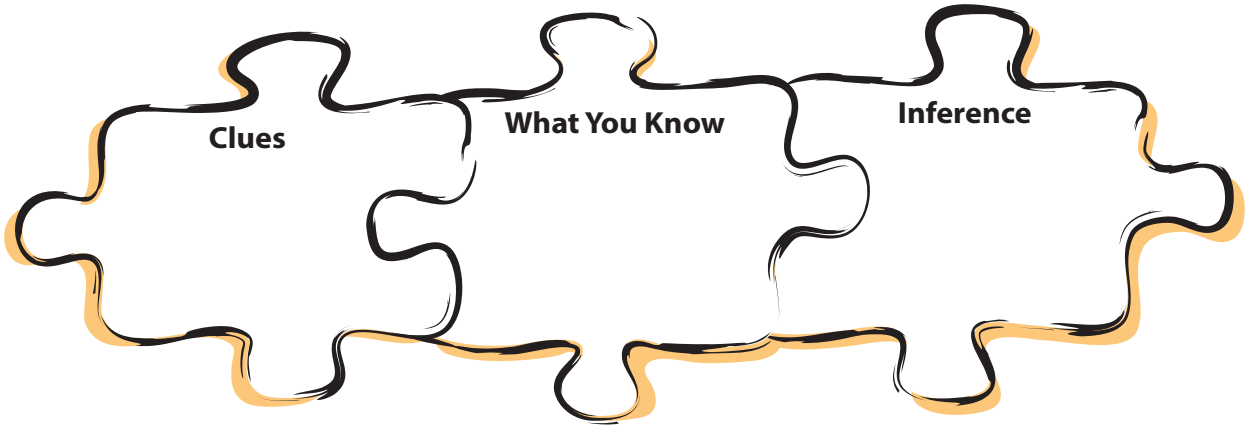
Name: _____ Date: _____

# Can You Make an Inference?

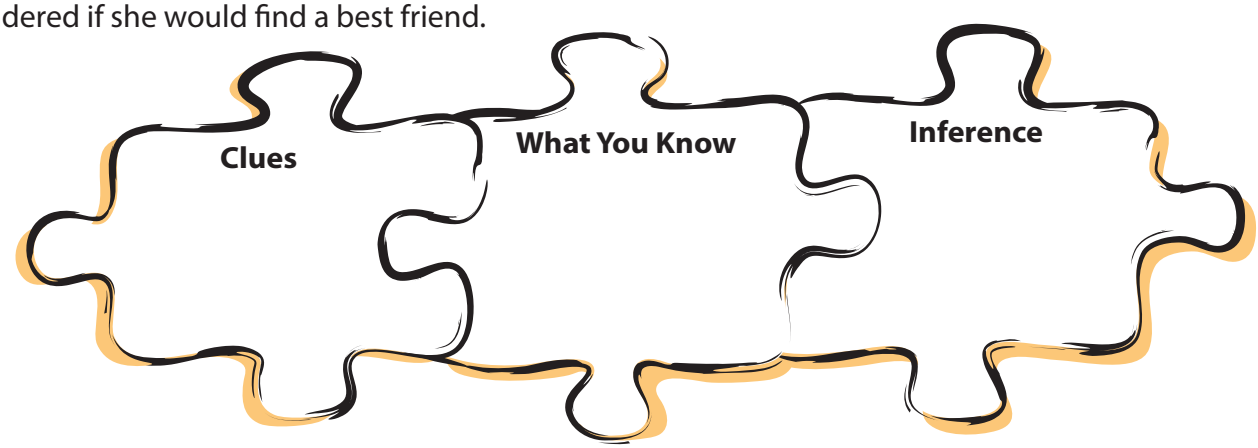
c) Jerome hurried down the street with his backpack and lunchbox. He saw a glimpse of yellow disappear as it turned down the street to the next stop. He stopped in his tracks and caught his breath. "What now?" he thought, as he noticed the sun rising higher in the sky.




d) The lifeguard blew his whistle and everyone turned toward him on the tower. He motioned for everyone to get out of the water. Lucy had noticed the sky was getting darker, the wind picked up speed, and the temperature had dropped. The day had been so pretty, and now it looked like it was time to go home.




e) Margorie walked into her classroom on the first day of 3rd grade. She spent most of the summer getting settled in her new house that she had not been outside very much in the neighborhood. Today, she felt shy and nervous as she found the desk with her name on it. She looked around at the unfamiliar faces and wondered if she would find a best friend.



Name _____ Date _____

# Making Inferences
## Courageous Leaders Part 1

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Making an inference requires using both information from the text and your background knowledge.

clues in text + what you know = INFERENCE

**Martin Luther King, Jr. - A Brave Leader**

Martin Luther King was born in Atlanta, Georgia, on January 15, 1929. His father was a minister and his mother was a teacher. King was a **studious** individual and, as a result, graduated from high school at the young age of 15 years old. Continuing his education, he attended Morehouse College and Crozer Theological Seminary.

King worked as a pastor in Montgomery, Alabama, for five years, but he left this job in order to **dedicate** his time to the the **civil rights** cause. African Americans were treated unfairly, forced to attend separate and unequal schools, required to sit in the back of buses, and were **prohibited** from using the same drinking fountains as white people. In 1955, an African American woman by the name of Rosa Parks disobeyed a bus driver who ordered her to give her seat to a white passenger. She was arrested and taken to jail.

King spoke out against this particular **injustice** by organizing the Montgomery Bus Boycott. As a result, he was arrested and jailed, his home was bombed, and his life was threatened. None of this stopped him from continuing with his **nonviolent** protest. Ultimately, it was the Montgomery Bus Boycott that helped end **segregation** on public transportation.

### Defining Key Vocabulary

Directions: Look up the definition for each key term listed below and write it on the answer line.

**studious:** _____

**dedicate:** _____

**civil rights:** _____

**prohibited:** _____

**injustice:** _____

**nonviolent:** _____

**segregation:** _____

Name _____ Date _____

# Making Inferences
## Courageous Leaders Part 1

Directions: Complete the chart by either writing a quote from the text or an inference you can make.

| The text states . . | This most likely means . . . |
|---|---|
| "In 1955, an African American woman by the name of Rosa Parks disobeyed a bus driver who ordered her to give her seat to a white passenger." | What can you infer about Parks's personality? |
| "As a result, he was arrested and jailed, his home was bombed . . . None of this stopped him from continuing with his nonviolent protest." | What can you infer about King's personality? |
| | King wanted people of all races to be treated fairly and to be able to live together in peace. |
| | King felt strongly about speaking out in a peaceful manner. |

# SUBTRACTION WITH REGROUPING

## SUBTRACTION WITH REGROUPING

More on the top, no need to stop.


More on the floor, go next door to get ten more!


Two -digit anchor chart

## SUBTRACTION WITH REGROUPING

More on the top, no need to stop.

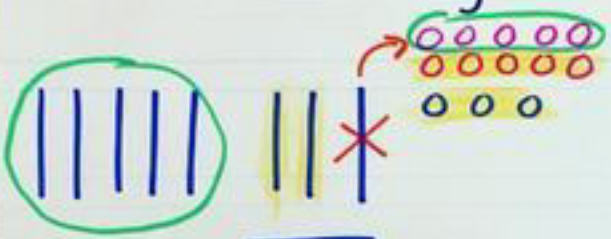

More on the floor, go next door to get ten more!


Numbers the same? Zero's the game.


Multi-digit anchor chart

# I can use different STRATEGIES to do SUBTRACTION with UNGROUPING.

## Proof Drawing



83 - 55 = 28

## Ungroup First Method

$$\begin{array}{r} {}^{7}\not{8}\,{}^{13}\not{3} \\ -\,55 \\ \hline 28 \end{array}$$

More on the floor... go next door and GET TEN MORE!

# 83-55

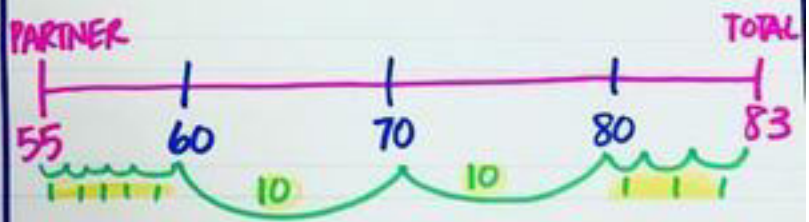
## Expanded Method

$$\begin{array}{rl} & {}^{70}\quad {}^{13} \\ 83 & \rightarrow \not{80} + \not{3} \\ -55 & \rightarrow -50 + 5 \\ \hline & 20 + 8 = 28 \end{array}$$

Put the numbers in E-X-P-A-N-D-E-D FORM!

## OR... use a Number Line to count

How many JUMPS to find the missing partner?




5 + 20 + 3 = 28

a PRIMARY kind of Life

# Horizontal Subtraction (B)

Name: _____ Date: _____

Calculate each difference.

| | | | |
|---|---|---|---|
| $80 - 1 =$ | $52 - 36 =$ | $969 - 43 =$ | $362 - 132 =$ |
| $71 - 58 =$ | $438 - 305 =$ | $95 - 4 =$ | $568 - 46 =$ |
| $90 - 6 =$ | $33 - 10 =$ | $485 - 20 =$ | $395 - 22 =$ |
| $649 - 64 =$ | $398 - 27 =$ | $634 - 4 =$ | $974 - 569 =$ |
| $668 - 9 =$ | $975 - 39 =$ | $71 - 8 =$ | $57 - 31 =$ |
| $82 - 4 =$ | $983 - 97 =$ | $424 - 41 =$ | $246 - 18 =$ |
| $429 - 88 =$ | $477 - 98 =$ | $323 - 11 =$ | $749 - 475 =$ |
| $49 - 6 =$ | $87 - 86 =$ | $52 - 50 =$ | $51 - 31 =$ |
| $927 - 67 =$ | $99 - 62 =$ | $724 - 81 =$ | $563 - 97 =$ |
| $388 - 318 =$ | $136 - 60 =$ | $67 - 3 =$ | $972 - 444 =$ |
| $201 - 84 =$ | $115 - 10 =$ | $951 - 852 =$ | $40 - 4 =$ |
| $89 - 6 =$ | $703 - 89 =$ | $577 - 24 =$ | $804 - 50 =$ |
| $954 - 7 =$ | $493 - 249 =$ | $698 - 4 =$ | $200 - 39 =$ |
| $399 - 341 =$ | $347 - 75 =$ | $833 - 281 =$ | $883 - 34 =$ |
| $85 - 9 =$ | $819 - 35 =$ | $688 - 420 =$ | $85 - 5 =$ |
| $92 - 1 =$ | $84 - 63 =$ | $131 - 3 =$ | $638 - 497 =$ |
| $830 - 19 =$ | $537 - 81 =$ | $156 - 42 =$ | $716 - 7 =$ |
| $897 - 88 =$ | $458 - 170 =$ | $321 - 8 =$ | $502 - 405 =$ |
| $489 - 77 =$ | $86 - 22 =$ | $491 - 16 =$ | $35 - 1 =$ |
| $245 - 49 =$ | $942 - 2 =$ | $348 - 66 =$ | $313 - 44 =$ |
| $905 - 25 =$ | $954 - 4 =$ | $93 - 40 =$ | $23 - 9 =$ |
| $54 - 2 =$ | $209 - 57 =$ | $553 - 2 =$ | $84 - 43 =$ |
| $517 - 4 =$ | $900 - 43 =$ | $40 - 7 =$ | $43 - 1 =$ |
| $88 - 18 =$ | $159 - 1 =$ | $933 - 168 =$ | $32 - 17 =$ |
| $679 - 3 =$ | $91 - 20 =$ | $99 - 3 =$ | $984 - 935 =$ |

# Horizontal Subtraction (B) Answers

Name: _____ Date: _____

Calculate each difference.

| | | | |
|---|---|---|---|
| 80 − 1 = 79 | 52 − 36 = 16 | 969 − 43 = 926 | 362 − 132 = 230 |
| 71 − 58 = 13 | 438 − 305 = 133 | 95 − 4 = 91 | 568 − 46 = 522 |
| 90 − 6 = 84 | 33 − 10 = 23 | 485 − 20 = 465 | 395 − 22 = 373 |
| 649 − 64 = 585 | 398 − 27 = 371 | 634 − 4 = 630 | 974 − 569 = 405 |
| 668 − 9 = 659 | 975 − 39 = 936 | 71 − 8 = 63 | 57 − 31 = 26 |
| 82 − 4 = 78 | 983 − 97 = 886 | 424 − 41 = 383 | 246 − 18 = 228 |
| 429 − 88 = 341 | 477 − 98 = 379 | 323 − 11 = 312 | 749 − 475 = 274 |
| 49 − 6 = 43 | 87 − 86 = 1 | 52 − 50 = 2 | 51 − 31 = 20 |
| 927 − 67 = 860 | 99 − 62 = 37 | 724 − 81 = 643 | 563 − 97 = 466 |
| 388 − 318 = 70 | 136 − 60 = 76 | 67 − 3 = 64 | 972 − 444 = 528 |
| 201 − 84 = 117 | 115 − 10 = 105 | 951 − 852 = 99 | 40 − 4 = 36 |
| 89 − 6 = 83 | 703 − 89 = 614 | 577 − 24 = 553 | 804 − 50 = 754 |
| 954 − 7 = 947 | 493 − 249 = 244 | 698 − 4 = 694 | 200 − 39 = 161 |
| 399 − 341 = 58 | 347 − 75 = 272 | 833 − 281 = 552 | 883 − 34 = 849 |
| 85 − 9 = 76 | 819 − 35 = 784 | 688 − 420 = 268 | 85 − 5 = 80 |
| 92 − 1 = 91 | 84 − 63 = 21 | 131 − 3 = 128 | 638 − 497 = 141 |
| 830 − 19 = 811 | 537 − 81 = 456 | 156 − 42 = 114 | 716 − 7 = 709 |
| 897 − 88 = 809 | 458 − 170 = 288 | 321 − 8 = 313 | 502 − 405 = 97 |
| 489 − 77 = 412 | 86 − 22 = 64 | 491 − 16 = 475 | 35 − 1 = 34 |
| 245 − 49 = 196 | 942 − 2 = 940 | 348 − 66 = 282 | 313 − 44 = 269 |
| 905 − 25 = 880 | 954 − 4 = 950 | 93 − 40 = 53 | 23 − 9 = 14 |
| 54 − 2 = 52 | 209 − 57 = 152 | 553 − 2 = 551 | 84 − 43 = 41 |
| 517 − 4 = 513 | 900 − 43 = 857 | 40 − 7 = 33 | 43 − 1 = 42 |
| 88 − 18 = 70 | 159 − 1 = 158 | 933 − 168 = 765 | 32 − 17 = 15 |
| 679 − 3 = 676 | 91 − 20 = 71 | 99 − 3 = 96 | 984 − 935 = 49 |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# 4th GRADE

**READING TARGET:** Informational Text- Key Ideas/Details
**MATH TARGET:** Understanding Place Value

| Monday | Tuesday | Wednesday | Thursday |
|---|---|---|---|
| **LITERACY CORE TASKS**<br>**Week of May 18th – 22nd** | | | |
| *30 minute task aligned to literacy target*<br>**I CAN** make inferences about characters in literary text. | *30 minute task aligned to literacy target*<br>**I CAN** locate details in informational text. | *30 minute task aligned to literacy target*<br>**I CAN** locate details in informational text. | *30 minute task aligned to literacy target*<br>**I CAN** locate details in informational text. |
| **LESSON TOPIC/TITLE**<br>1. Read the autobiography, "Trombone Shorty" by Troy "Trombone Shorty" Andrews<br>Click on the link to read the story:<br>https://www.youtube.com/watch?v=VldRQ7prwB0<br>2. Write by describing an important event from your own live. | **LESSON TOPIC/TITLE**<br>1. Highlight the following vocabulary words in the story, "Trombone Shorty". Accomplish, conflict, expand, challenge, participate<br>2. How does music bring people together? | **LESSON TOPIC/TITLE**<br>1. What details can you locate in the book from Monday that tells the reader about the main character and how he began to play the Trombone?<br>2. List the details about the location where the author grew up. | **LESSON TOPIC/TITLE**<br>1. A check for understanding:<br>2. What is an autobiography?<br>3. Is an autobiography the same as a realistic fiction? Why or why not?<br>4. Tell me two ways besides music that can bring people together. |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# 4th GRADE

| MATH CORE TASKS | | | |
|---|---|---|---|
| *30-minute task aligned to math target*<br>**I CAN** compare numbers using the term "largest."<br>I can compare numbers using the term "smallest." | *30-minute task aligned to math target*<br>**I CAN** compare numbers using the term "largest."<br>**I can** compare numbers using the term "smallest." | *30-minute task aligned to math target*<br>**I CAN** compare numbers using the term "largest."<br>**I can** compare numbers using the term "smallest." | *30-minute task aligned to math target*<br>**Progress Monitoring:**<br>**I CAN** compare numbers using the term "largest."<br>**I can** compare numbers using the term "smallest." |
| **LESSON TOPIC/TITLE**<br>1. Study the anchor chart to learn about "largest" https://itsmyblogyall.files.wordpress.com/2013/11/img_1307.jpg<br>2. Once you click on the link below, then Click on **Ordering Numbers Anchor Chart** https://www.tes.com/lessons/Zi1jP6tMEZyz0w/math-menu-3-ns-2-ordering-and- | **LESSON TOPIC/TITLE**<br>1. Study the anchor chart to learn about "smallest"<br>https://itsmyblogyall.files.wordpress.com/2013/11/img_1307.jpg<br>https://www.pinterest.com/pin/418412621601323000/<br>2. Click on the link to identify the smallest | **LESSON TOPIC/TITLE**<br>1. Study the anchor chart to learn about "smallest"<br>2. Study the anchor chart to learn about "largest"<br>3. Click on the link to circle the larger/smallest number:<br>https://www.mathinenglish.com/PWkS/grade1/ComparingUpto100P1(3).pdf | **LESSON TOPIC/TITLE**<br>1. On a sheet of paper and upload to your Google Classroom do the following:<br>▪ What does largest mean?<br>▪ What does smallest mean?<br>▪ Place the following numbers in order from largest to smallest: **546,432,32,4,876,12,3** |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# 4th GRADE

| | | | |
|---|---|---|---|
| comparing-numbers-to-10-000<br>3. Identify the largest/greatest number. https://learningprodigy.com/wp-content/uploads/2019/05/Circle-the-Greastest-number.pdf | number https://www.worksheetfun.com/letter%20and%20numbers/circle%20the%20smaller%20number%20worksheet%201.pdf | | 2. Please the following numbers in order from smallest to largest. **546,432,32,4,876,12,3** |
| **SOCIAL STUDIES CORE TASKS** | | **SCIENCE CORE TASKS** | |
| Click on the link to go on Virtual Farm Tours: Learn more about the wonders of agriculture with your students through this panoramic tour of farms in Ontario. Your students can learn how dairy products are made, see farmers harvest fruit or eggs, and even explore specialty farms like an emu or deer ranch.<br><br>What was the most and least interesting information you learned on the tours? | | Smithsonian National Museum of Natural History Tour<br><br>Over 30 million visitors walk through the doors of the Smithsonian National Museum of Natural History each year. Click on this link: Take a virtual field trip through the halls to see this beautiful museum and some of its massive exhibits.<br><br>**Progress Monitoring:** Which exhibit did you visit? What did you learn that makes you want to physically go the museum? | |

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
# 4th GRADE

| ENRICHMENT, EXTENSION & REINFORCEMENT TASKS (beyond the 60-75 minutes) | | | |
|---|---|---|---|
| **Math**<br>Finish another page from today's lesson.<br>*OFFICE HOURS:*<br>*Monday -- 12-3pm*<br><br>**SEL:**<br>Social Emotional Learning Activity:<br>https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/SelfAwarenessActivity.pdf<br>Select an activity to do. | **Math**<br>Finish a page from today's lesson.<br><br>**SEL:**<br>Go outside and do some sightseeing. What did you discover on your walk? | **Math**<br>Go on IXL and do at least one of the following lessons:<br>https://www.ixl.com/math/grade-4/add-two-numbers-up-to-seven-digits<br><br>https://www.ixl.com/math/grade-4/addition-fill-in-the-missing-digits<br><br>**SEL:**<br>Write about the Social Emotional Learning Activity that you completed on Monday. | **Math**<br>Create your own addition problems and have someone in the home solve and you check.<br>*OFFICE HOURS:*<br>*Thursday—12-3pm*<br><br>**Performing Arts:** Jazz for Kids<br>https://www.classicsforkids.com/music/jazz.php<br>Jazz is a uniquely American form of music. The links at Jazz for kids take you to various websites that offer kid-friendly information about the history of jazz, famous jazz musicians and, of course, the music itself! |

## FRIDAY

- Check- Ins on Friday: SELs- How are you adjusting to online learning?
- Review our goals for the week, discussion with students, how- to use goggle

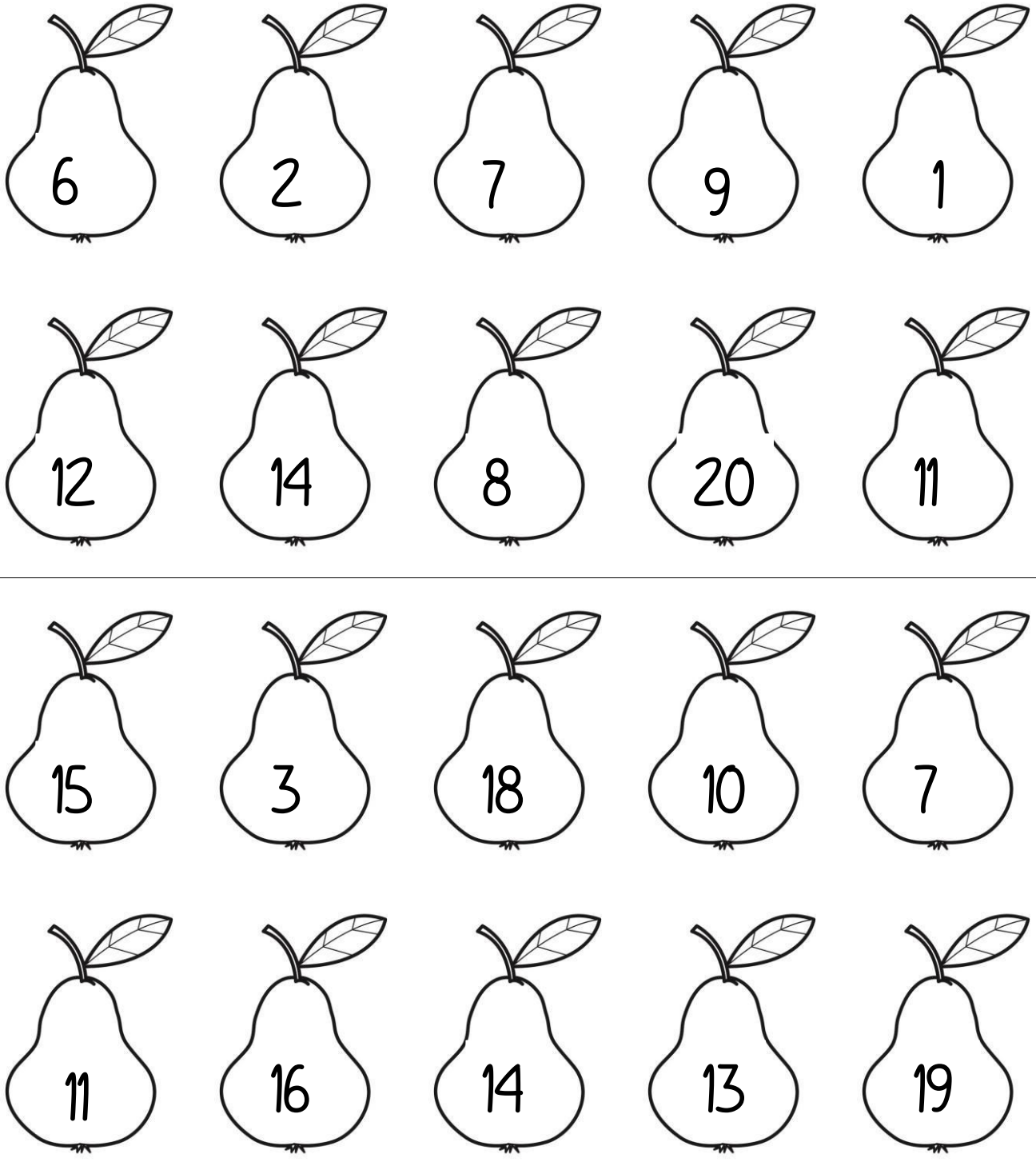
- Google Hang out- Discuss Science projects and videos

# MARVIN L. WINANS PERFORMANCE ACADEMY
# CORE TASKS
## 4th GRADE

- KHAN Links
- My Math Videos

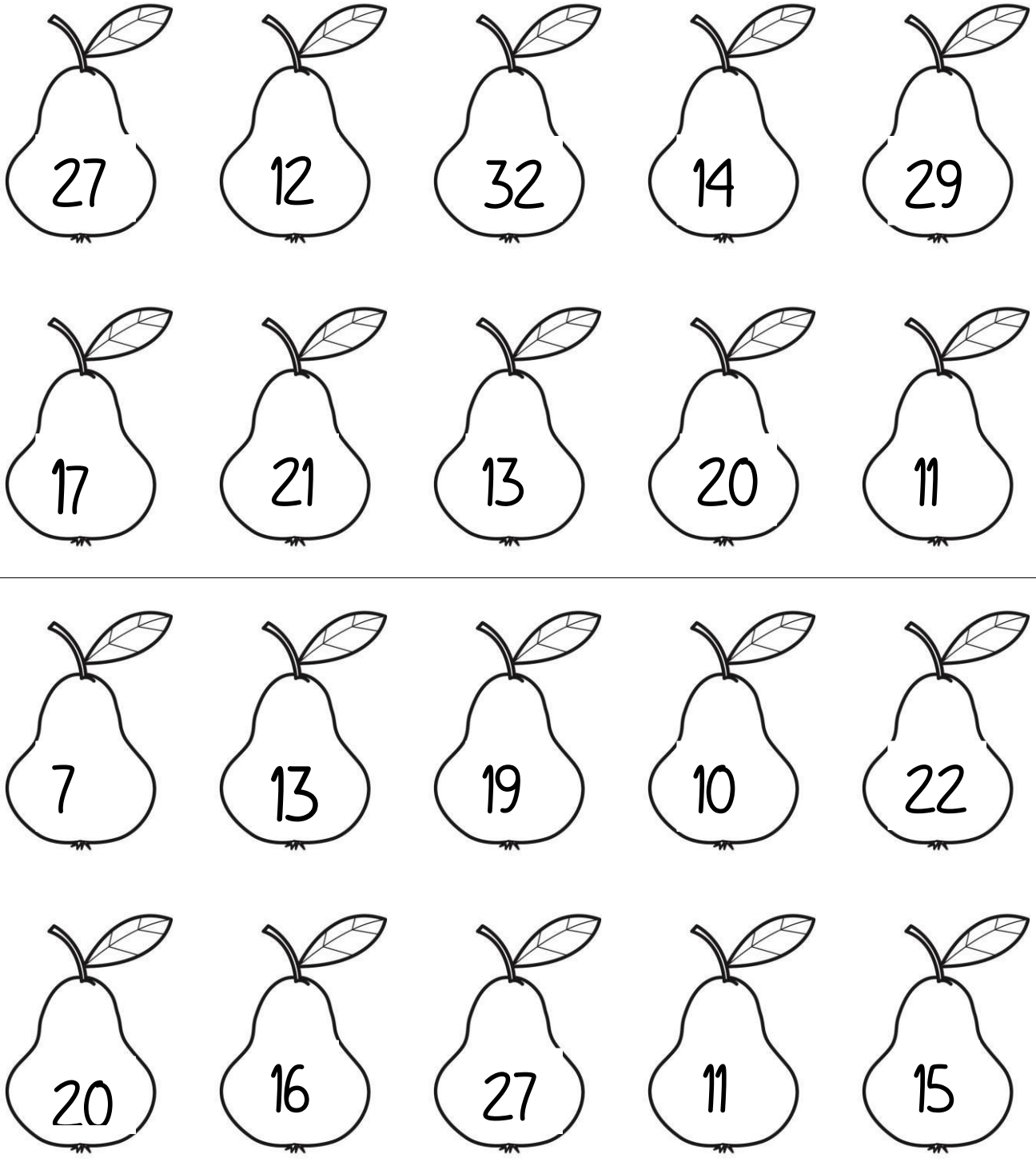
Name..... Class:..... Date:.....

Help Delightful Dog  to circle the biggest number



Name..... Class:..... Date:.....

Help Delightful Dog  to circle the biggest number



Name..... Class:..... Date:.....

Help Delightful Dog  to circle the biggest number

| | | | | |
|---|---|---|---|---|
| 50 | 30 | 20 | 40 | 60 |
| 32 | 45 | 27 | 33 | 21 |
| 24 | 33 | 40 | 28 | 37 |
| 52 | 48 | 38 | 56 | 45 |

Name..... Class:..... Date:.....

Help Delightful Dog  to circle the biggest number

| | | | | |
|---|---|---|---|---|
| 46 | 55 | 47 | 37 | 52 |
| 42 | 56 | 48 | 41 | 53 |
| 26 | 44 | 28 | 30 | 41 |
| 32 | 36 | 19 | 25 | 29 |

Name _____ Date _____

# Circle the number that is less.

| | |
|---|---|
| 2 7 | 3 4 |
| 9 6 | 10 7 |
| 13 16 | 20 5 |
| 18 13 | 8 11 |
| 12 17 | 2 3 |
| 6 17 | 7 18 |
| 9 12 | 3 14 |
| 11 8 | 17 14 |
| 1 8 | 20 1 |
| 21 2 | 25 4 |

# Comparing Numbers up to 100

Name: _____ Score: _____

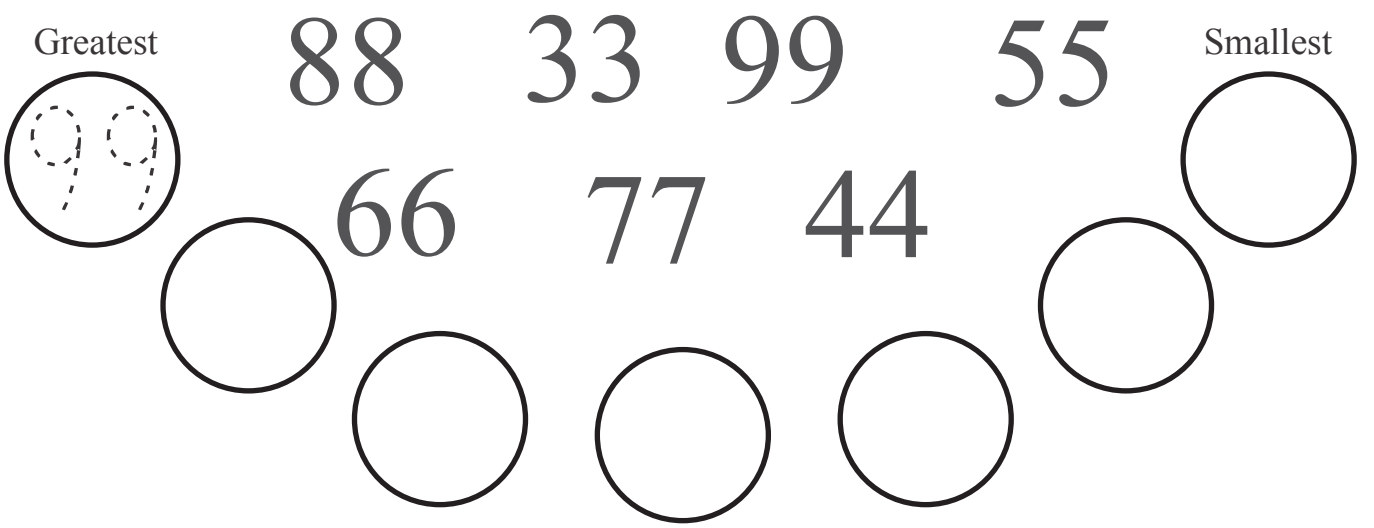
Circle the bigger numbers

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| a) | 49 | 48 | b) | 64 | 87 | c) | 55 | 0 |
| d) | 7 | 31 | e) | 61 | 99 | f) | 32 | 20 |
| g) | 43 | 42 | h) | 9 | 1 | i) | 49 | 50 |

Circle the smaller numbers

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| j) | 29 | 21 | k) | 52 | 66 | l) | 64 | 63 |
| m) | 47 | 58 | n) | 60 | 3 | r) | 25 | 30 |
| o) | 2 | 8 | p) | 29 | 30 | q) | 2 | 12 |

Write the following numbers in the circles, from the greatest to the smallest.



# Answers

## Circle the bigger numbers

a) 49 48

b) 64 87

c) 55 0

d) 7 31

e) 61 99

f) 32 20

g) 43 42

h) 9 1

i) 49 50

## Circle the smaller numbers

j) 29 21

k) 52 66

l) 64 63

m) 47 58

n) 60 3

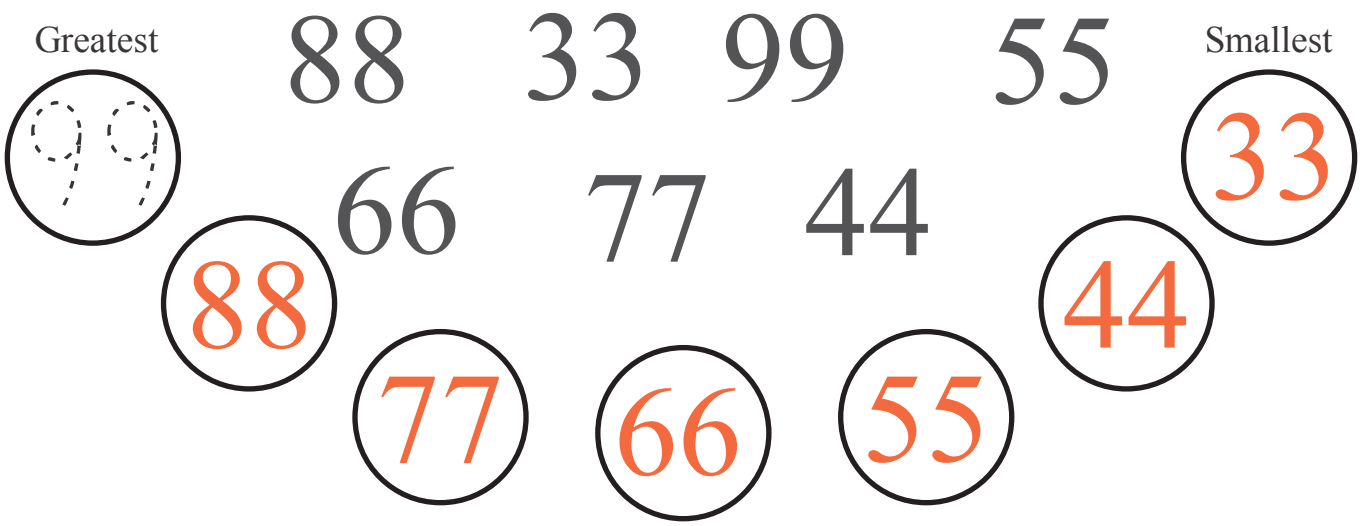
r) 25 30

o) 2 8

p) 29 30

q) 2 12

Write the following numbers in the circles, from the greatest to the smallest.



# Ordering Numbers

Put in order greatest to least:


Start comparing at the Largest Place Value!!