Fourth Grade ELA & Mathematics Week 3 Packet



First & Last Name:	
Teacher:	
Grade:	
School:	

The Catfish

by Oliver Herford, The Book of Humorous Verse

1 The saddest fish that swims the briny ocean, The Catfish I bewail.

I cannot even think without emotion Of his distressful tail.

5 When with my pencil once I tried to draw one, (I dare not show it here)

Mayhap it is because I never saw one, The picture looked so queer.

I vision him half feline¹ and half fishy,

10 A paradox in twins,

Unmixable as vitriol and vichy²— A thing of fur and fins.

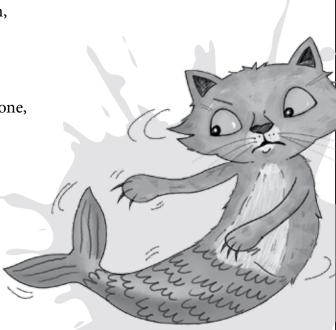
A feline Tantalus, forever chasing His fishy self to rend;

15 His finny self forever self-effacing In circles without end.

This tale may have a Moral running through it As Aesop had in his;

If so, dear reader, you are welcome to it,

20 If you know what it is!



Close Reader Habits

How does the poet describe the catfish? Reread the poem. **Underline** words and phrases that explain how he imagines a catfish

to look.

¹feline: catlike

²vitriol and vichy: an acid and an old word for mineral water; they are dangerous to mix



- **Think** Use what you learned from reading the lyric poem to respond to the following questions.
 - In the poem, one word has this definition: "to cry out in sadness or pain." Underline the word that **best** fits the definition in the following lines from "The Catfish."

The saddest fish that swims the briny ocean, The Catfish I bewail, I cannot even think without emotion Of his distressful tail.

2 Read these lines from the poem.

I vision him half feline and half fishy, A paradox in twins, Unmixable as vitriol and vichy—

What is the meaning of <u>paradox</u> as it is used in the poem?

- **A** a creature with parts that don't seem to go together
- **B** a furry fish with a brother that looks just like him
- **C** a scaly cat that is confused and spins around
- **D** a make-believe animal that has two different heads



Reread lines 13–14. Tantalus is a criminal in a Greek myth. He is punished by keeping delicious food and drink forever just out of his reach. Why does the poet describe the catfish as a "feline Tantalus"? Use the chart on page 277 to organize your ideas about the poem.



4 Short Response Use details from the poem and your discussion to explain why the poet calls the catfish a "feline Tantalus." Use the space provided on page 277 to write your response.



If a phrase mentions a character from mythology, you may need to look beyond the text to find information about it.

HINT Think of what you know about a cat's usual reaction to a fish.



The Catfish

Use the chart below to organize your ideas.

Unknown Word	Context in Poem	Possible Meaning	Clues

6	
E	
-	///
- E	100
-	1000
三	
-	
-	

Write Use the space below to write your answer to the question on page 275.

4	Short Response Use details from the poem and your
	liscussion to explain why the poet calls the catfish a "feline
	antalus"

HINT Think of what you know about a cat's usual reaction to a fish.

	i-Re	ady
--	------	-----

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- genuine
- recent
- pardon

A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.

"Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.

"Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."

Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.

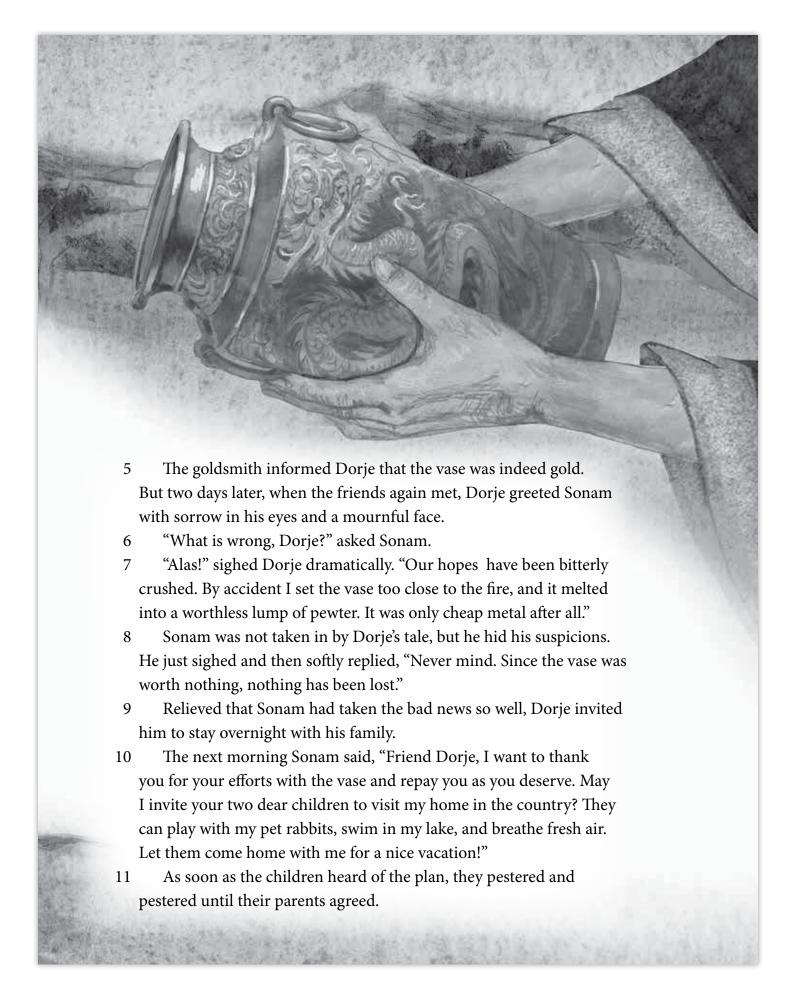


2

3

4







- Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. "We will take these little fellows home as pets. You can play with them if you treat them kindly," he explained. "I will name a monkey after each of you, we'll teach them tricks, and they will be your twins!"
- Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- Then came the last day of vacation. Sonam gave each child a basket and shooed them outside. "Walk up the mountain to gather berries and fruits," he said. "We will surprise your father with a tasty treat before you return home."
- Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- "What is wrong, my friend?" asked Dorje.
- "Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"
- Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. "H-h-how can this be?" he sputtered. "Is such a thing even possible?"
- "It was a freak accident," Sonam replied. "After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal." Then a twinkle crept into his eyes.
- "Oh!" was all Dorje could say at first. Then a look of shame and relief spread over his face. "Now I understand, my friend," he said. "Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed."
- Just then, Dorje's children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- Dorje would often retell the tale of the bright monkeys. And he would always end by saying, "I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold."

- **Think** Use what you learned from reading the folktale to respond to the following questions.
- In Greek mythology, King Midas was granted the power to turn any object into gold simply by touching it. Why did the author use the phrase "the touch of Midas" in paragraph 2?
 - A to show that Dorje and Sonam have Midas-like powers because they turned the vase they found into gold
 - **B** to compare Dorje and Sonam's good fortune in finding the vase to Midas's ability to make gold
 - **C** to show that Sonam is well educated, while Dorje is unfamiliar with the story of King Midas
 - **D** to compare Dorje and Sonam's rare golden treasure to similar treasures owned by rich kings like Midas
- This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the word <u>pewter</u> in paragraph 7?

- **A** a metal that shines like gold
- **B** a metal that is soft and melts easily
- **C** a metal that is not costly
- **D** a metal that is not useful

Part B

Underline **two** story details that support the answer to Part A.

"Alas!" sighed Dorje dramatically. "Our hopes have been bitterly crushed. By accident I set the vase too close to the fire, and it melted into a worthless lump of pewter. It was only cheap metal after all."



This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word <u>mimicked</u> as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

- A tried
- **B** watched
- **C** found
- **D** copied

Part B

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing

In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.



Write			
Short Response Paragra accident." Explain what th Support your possible me the text.	e phrase means as it is	used in the passage.	
Learning Target	t		
this lesson, you learned ut the meanings of unkno is will help you better un	wn words and phras	ses. Explain how	
0000000	00000	000000	



Dividing Four-Digit Numbers

Estimate. Circle all the problems with quotients between 500 and 1,500. Then find the exact quotients of only the problems you circled.

3
$$2,726 \div 9 =$$

What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Write the missing numbers in the boxes to make each equation true.

$$\frac{2}{4} \times \frac{8}{16} = \frac{8}{16}$$

$$\frac{2}{3} \times \frac{2}{18} = \frac{12}{18}$$

$$\frac{2}{3} \times \frac{\boxed{}}{3} = \frac{6}{\boxed{}}$$

$$\frac{3}{8} \times \frac{5}{2} = \frac{15}{2}$$

$$\boxed{6} \ \frac{5}{6} \times \boxed{\boxed{}} = \boxed{\boxed{12}}$$

$$\begin{array}{c|c} \hline 7 & 5 \\ \hline \hline \end{array} \times \begin{array}{c} \boxed{} = \frac{15}{24} \end{array}$$

$$8 \frac{2}{12} \times \frac{4}{12} = \frac{12}{12}$$

7
$$\frac{5}{12} \times \frac{15}{12} = \frac{15}{24}$$
 8 $\frac{2}{12} \times \frac{4}{12} = \frac{1}{12}$ 9 $\frac{2}{8} \times \frac{2}{16} = \frac{1}{16}$

Which strategies did you use to solve the problems? Explain why.

Using Common Numerators and Denominators

Name: _____

Compare the fractions. Write <, >, or =.

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

$$\frac{2}{3}$$
 $\frac{4}{5}$

$$\frac{1}{5}$$
 $\frac{2}{10}$

$$\frac{2}{10}$$
 $\frac{23}{100}$

$$\frac{7}{8}$$
 $\frac{3}{4}$

$$\frac{7}{12}$$
 $\frac{5}{6}$

$$7 \frac{10}{12}$$
 $\frac{5}{6}$

$$8 \frac{53}{100}$$
 $\frac{1}{2}$

$$9 \frac{2}{8} \frac{9}{12}$$

$$\frac{1}{6}$$
 $\frac{3}{12}$

11
$$\frac{4}{5}$$
 $\frac{77}{100}$

12
$$\frac{1}{3}$$
 $\frac{5}{12}$

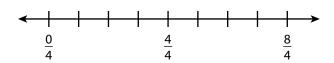
13
$$\frac{1}{4}$$
 $\frac{2}{12}$

14
$$\frac{9}{10}$$
 $\frac{90}{100}$

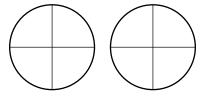
15
$$\frac{2}{3}$$
 $\frac{3}{6}$

Show a model you can use to check your answer to problem 12.

1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

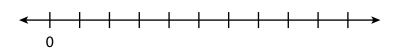


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

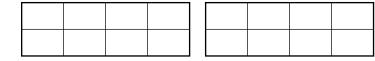


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

2 Label the number line and use it to show $\frac{10}{8} - \frac{4}{8}$.



Show $\frac{10}{8} - \frac{4}{8}$ on the area model.



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Understanding of Fraction Addition and Subtraction continued

Name: _____

What type of model do you like best for showing fraction addition and subtraction? Explain why.

Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting 10 - 4. How are they alike? How are they different?

Adding Fractions

Write the missing numbers in the boxes to make each addition problem true.

$$1 \frac{1}{6} + \frac{4}{6} = \frac{6}{6}$$

$$\frac{1}{8} + \frac{4}{8} =$$

$$\frac{1}{10} + \frac{4}{10} = \frac{1}{10}$$

$$\frac{4}{12} + \frac{1}{12} = \frac{7}{12}$$

$$\boxed{6} \ \frac{4}{3} + \boxed{\boxed{}} = \frac{7}{3}$$

$$+\frac{2}{4} = \frac{5}{4}$$

$$9 + \frac{2}{8} = \frac{5}{8}$$

$$10 \frac{}{6} + \frac{2}{6} = \frac{}{6}$$

$$11 \frac{1}{5} + \frac{1}{5} = \frac{1}{5}$$

$$\frac{4}{10} + \frac{1}{10} = \frac{1}{10}$$

Write a number from 1–12 in each box so that the addition problem is true.

$$\frac{\boxed{}}{12} + \frac{5}{\boxed{}} = \frac{\boxed{}}{12}$$

Subtracting Fractions

Solve each problem.

- Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?
- Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

- Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?
- Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?

Subtracting Fractions *continued*

Name: ______

- On Monday, Adam walks $\frac{3}{10}$ of a mile to the store and then $\frac{4}{10}$ of a mile to the park. How far does he walk in all?
- Javier has $\frac{7}{8}$ of a cup of flour. He uses $\frac{3}{8}$ of a cup in a recipe. How much flour does Javier have left?

- Shawna practices piano for $\frac{4}{6}$ of an hour and takes a break. Shawna then practices for $\frac{2}{6}$ of an hour more. How long does Shawna practice in all?
- 8 Kailee has finished $\frac{4}{5}$ of her math homework so far. What fraction of her math homework does she have left to finish?

Explain one way to check your work to problem 2.

Decomposing Fractions

Name: __

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1
$$\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \underline{\qquad \qquad }$$

 $\frac{3}{4} = \frac{2}{4} + \underline{\qquad \qquad }$
 $\frac{3}{4} = \frac{1}{4} + \underline{\qquad \qquad }$

$$\frac{7}{8} = \frac{6}{8} + \dots$$

$$\frac{7}{8} = \frac{5}{8} + \dots$$

$$\frac{7}{8} = \frac{4}{8} + \dots$$

3
$$\frac{6}{5} = \underline{\qquad} + \frac{3}{5}$$

 $\frac{6}{5} = \frac{2}{5} + \underline{\qquad} + \underline{\qquad}$
 $\frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \underline{\qquad} + \underline{\qquad}$

$$\frac{5}{6} = \underline{\qquad} + \frac{3}{6}$$

$$\frac{5}{6} = \frac{1}{6} + \underline{\qquad} + \underline{\qquad}$$

$$\frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \underline{\qquad} + \underline{\qquad} + \underline{\qquad}$$

5
$$\frac{9}{12} = \underline{\qquad} + \frac{5}{12}$$
6 $\frac{8}{10} = \underline{\qquad} + \frac{4}{10}$
 $\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\qquad} + \underline{\qquad$

$$\frac{9}{12} = \underline{\qquad} + \frac{5}{12}$$

$$\frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \underline{\qquad} + \underline$$

Describe your strategy for finding the missing numbers.