## Fourth Grade

# ELA \& Mathematics Week 3 Packet 



First \& Last Name:
Teacher: $\qquad$
Grade: $\qquad$
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 feline ${ }^{1}$ and half fishy,
10 A paradox in twins,
Unmixable as vitriol and vichy ${ }^{2}$ 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,

## 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.
'feline: catlike
${ }^{2}$ vitriol 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.

1 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 paradox 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

## Talk

3 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.

## Write

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.

3 Use the chart below to organize your ideas.

| Unknown <br> Word | Context <br> in Poem | Possible <br> Meaning | Clues |
| :---: | :---: | :---: | :---: |
|  |  |  |  |

## 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 discussion to explain why the poet calls the catfish a "feline Tantalus."

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

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

- genuine
- recent
- pardon

1 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.

The goldsmith informed Dorje that the vase was indeed gold. But two days later, when the friends again met, Dorje greeted Sonam with sorrow in his eyes and a mournful face. 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." He just sighed and then softly replied, "Never mind. Since the vase was worth nothing, nothing has been lost." him to stay overnight with his family.
10 The next morning Sonam said, "Friend Dorje, I want to thank you for your efforts with the vase and repay you as you deserve. May I invite your two dear children to visit my home in the country? They can play with my pet rabbits, swim in my lake, and breathe fresh air. Let them come home with me for a nice vacation!"
11 As soon as the children heard of the plan, they pestered and pestered until their parents agreed.


Think Use what you learned from reading the folktale to respond to the following questions.

1 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

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

## Part A

What is the best meaning of the word pewter 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."

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

## Part A

What is the meaning of the word mimicked 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 ....

4 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

5 Short Response Paragraph 19 of the passage uses the phrase "freak accident." Explain what the phrase means as it is used in the passage. Support your possible meaning with context clues and details from the text.
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$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Learning Target

In this lesson, you learned how to use context clues to figure out the meanings of unknown words and phrases. Explain how this will help you better understand a story or poem.
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Estimate. Circle all the problems with quotients between 500 and 1,500. Then find the exact quotients of only the problems you circled.
(1) $2,508 \div 4=$ $\qquad$ (2) $7,058 \div 9=$ $\qquad$ (3) $2,726 \div 9=$ $\qquad$
(4) $7,429 \div 5=$ $\qquad$ (5) $3,506 \div 9=$ $\qquad$ (6) $8,318 \div 8=$ $\qquad$
(7) $7,645 \div 2=$ $\qquad$ $84,113 \div 4=$ $\qquad$ (9) $3,196 \div 5=$ $\qquad$
$105,018 \div 7=$ $\qquad$ (11) $8,127 \div 6=$ $\qquad$ $126,155 \div 3=$ $\qquad$

13 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.
$\qquad$

Write the missing numbers in the boxes to make each equation true.
$1 \frac{2}{4} \times \frac{\square}{\square}=\frac{8}{16}$
2 $\frac{2}{3} \times \frac{\square}{\square}=\frac{12}{18}$
(3) $\frac{5}{6} \times \frac{\square}{\square}=\frac{25}{30}$
$4 \frac{2}{3} \times \frac{\square}{3}=\frac{6}{\square}$
$5 \frac{3}{8} \times \frac{5}{\square}=\frac{15}{\square}$
6 $\frac{5}{6} \times \frac{\square}{\square}=\frac{\square}{12}$
$7 \frac{5}{\square} \times \frac{\square}{\square}=\frac{15}{24}$
$8 \frac{2}{\square} \times \frac{4}{\square}=\frac{\square}{12}$
$9 \frac{\square}{8} \times \frac{2}{\square}=\frac{\square}{16}$

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

# Using Common Numerators and Denominators 

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

$1 \frac{3}{4} \bigcirc \frac{3}{8}$
2 $\frac{2}{3} \circlearrowleft \frac{4}{5}$
(3) $\frac{1}{5} \bigcirc \frac{2}{10}$
$4 \frac{2}{10} \circlearrowleft \frac{23}{100}$
$5 \frac{7}{8} \bigcirc \frac{3}{4}$
6

$7 \frac{10}{12} \bigcirc \frac{5}{6}$
$8 \frac{53}{100} \bigcirc \frac{1}{2}$
$9 \frac{2}{8} \bigcirc \frac{9}{12}$
10

$11 \frac{4}{5} \bigcirc \frac{77}{100}$
$12 \frac{1}{3} \circlearrowleft \frac{5}{12}$
13
$\frac{1}{4} \bigcirc \frac{2}{12}$
14

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

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

Name: $\qquad$

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 $\qquad$

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

4 Compare subtracting $\frac{10}{8}-\frac{4}{8}$ to subtracting $10-4$. How are they alike? How are they different?
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Write the missing numbers in the boxes to make each addition problem true.
$1 \frac{1}{6}+\frac{4}{6}=\frac{\square}{6}$
2) $\frac{1}{8}+\frac{4}{8}=\frac{\square}{\square}$
(3) $\frac{1}{10}+\frac{4}{10}=\frac{\square}{\square}$
(4) $\frac{4}{12}+\frac{\square}{\square}=\frac{7}{12}$
(5) $\frac{4}{6}+\frac{\square}{\square}=\frac{7}{6}$
$6 \frac{4}{3}+\frac{\square}{\square}=\frac{7}{3}$
$7 \frac{\square}{\square}+\frac{2}{4}=\frac{5}{4}$
$\boldsymbol{8} \frac{\square}{\square}+\frac{2}{10}=\frac{5}{10}$
$9 \frac{\square}{\square}+\frac{2}{8}=\frac{5}{8}$
$10 \frac{\square}{6}+\frac{2}{6}=\frac{\square}{6}$
$11 \frac{\square}{5}+\frac{1}{5}=\frac{\square}{5}$
(12) $\frac{4}{10}+\frac{\square}{10}=\frac{\square}{10}$

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

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

$\qquad$

## Solve each problem.

1 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?

3 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?

2 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?

4 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?
$\qquad$

5 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?

7 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?

6 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?

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?

9 Explain one way to check your work to problem 2.
$\qquad$

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.
(1) $\frac{3}{4}=\frac{1}{4}+\frac{1}{4}+$

$$
\begin{aligned}
& \frac{3}{4}=\frac{2}{4}+ \\
& \frac{3}{4}=\frac{1}{4}+
\end{aligned}
$$

(2) $\frac{7}{8}=\frac{6}{8}+$ $\qquad$
$\frac{7}{8}=\frac{5}{8}+$ $\qquad$ $\frac{7}{8}=\frac{4}{8}+$ $\qquad$
(4) $\frac{5}{6}=$ $\qquad$ $+\frac{3}{6}$

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

$\qquad$ $+$
$\frac{6}{5}=\frac{2}{5}+\frac{2}{5}+$ $\qquad$ $+$ $\frac{5}{6}=\frac{1}{6}+$ $\qquad$ $+$ $\frac{5}{6}=\frac{1}{6}+\frac{1}{6}+$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$
(5) $\frac{9}{12}=$ $\qquad$ $+\frac{5}{12}$

$$
\frac{9}{12}=\frac{3}{12}+\frac{3}{12}+\ldots+{ }_{\square}+
$$

(6) $\frac{8}{10}=$ $\qquad$ $+\frac{4}{10}$

$$
\frac{8}{10}=\frac{2}{10}+\frac{3}{10}+
$$

$\qquad$ $+$ $\qquad$ $+$ $\qquad$
$\frac{9}{12}=$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$ $\frac{8}{10}=$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$

7 Describe your strategy for finding the missing numbers.

