

Hello Scholar! :)

This packet is for you to complete from **Monday, March 23 to Friday, March 27**, and should be completed to the best of your ability. Your teachers' suggested daily schedule is below, but you don't have to follow this exactly. Check off the assigned subject as you complete it!

To remember what you've learned about Simple Machines in Expedition the last few weeks, there are a few pages in this packet that have review questions about this topic. Remember your hand motions! There is a video on Google Classroom of Ms. Magin doing all of these. Practice along with her...if you dare.

This packet also has a math review. There are more packets available on Google Classroom if you want extra practice (woo!). The last page of the math packet includes the Conversion Song lyrics from math class because Ms. C knows you're so excited to sing it over and over to the adults in your life. :-)

Lastly there are two literacy assignments for you to complete. One will get your brain turning to prepare for MCAS, the other will bring you back in time with Women's suffrage. Ms. Carrington will be posting additional fun materials on google classroom so stay tuned!

**To sign on to Google Classroom**, use your scholar email account (**firstnamelastinitial@almadelmar.org**). All passwords have been reset to **Chromeb00k**.

Stay healthy & continue to reach out with questions/concerns. We miss you!

~Ms.Carrington, Ms. K, Ms. Magin & Ms. Richmond

<b>Math</b> (Monday and Friday)	<b>Complete?</b>
<b>Monday:</b> Problems 1-9	
<b>Friday:</b> Problems 10-15	
<b>Literacy</b> (Tuesday and Thursday)	<b>Complete?</b>
<b>Tuesday:</b> MCAS Prep (assignment 1)	
<b>Thursday:</b> Women's Suffrage Timeline (assignment 2)	
<b>Expedition</b> (Wednesday)	<b>Complete?</b>
<b>A. Vocabulary Match (Pg. )</b> <b>B. Simple Machines Review (Pg. )</b>	

## Expedition: Part A

**Directions:** Below is a word bank of some key vocabulary we've learned during our simple machines unit.

**Write the words next to their correct definition. Try your BEST!**

<p><b>Simple Machine</b> <b>Complex Machine</b> <b>Effort</b> <b>Load</b> <b>Fulcrum</b> <b>Mechanical Advantage</b></p>	<p><b>Lever</b> <b>Wheel and Axle</b> <b>Pulley</b> <b>Inclined Plane</b> <b>Wedge</b> <b>Screw</b></p>
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1. A machine design that has a greater ability to do work \_\_\_\_\_
  
2. A simple machine that combines a wheel and a rope to change the direction of force \_\_\_\_\_
  
3. A simple machine that has threads and holds things together or lifts things up \_\_\_\_\_
  
4. A basic mechanical device to make work Easier \_\_\_\_\_
  
5. The force applied to a simple machine \_\_\_\_\_
  
6. The object that a lever rotates on \_\_\_\_\_
  
7. A simple machine with two parts that carries heavy loads greater distances \_\_\_\_\_
  
8. A machine made up of two or more simple machines, such as a bicycle. \_\_\_\_\_
  
9. A simple machine that splits a load \_\_\_\_\_
  
10. The object that a simple machine does work on \_\_\_\_\_
  
11. A simple machine that has a slanted surface and helps us get to a higher location using MORE distance \_\_\_\_\_
  
12. A simple machine that has a bar and lifts objects on one side up when the other side is pushed down \_\_\_\_\_

## Expedition: Part B

Directions: Below are some multiple choice and short answer questions to review what you've learned about simple machines.

1. Janie has a large box of supplies that she wants to take up into her tree house. The box is too big and heavy to carry up the rope ladder.



Which simple machine would work best to help take the box up into the tree house?

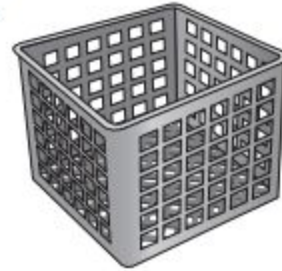
- A Lever
- B Screw
- C Wheel and axle
- D Pulley and rope

3. Which of the following statements **best** describes a complex machine?

- A. It is designed to move with a motor.
- B. It is constructed from machine-made parts.
- C. It is made of more than one simple machine.
- D. It is built from more than one type of material.

2. Which of the following objects is an example of a simple machine?

A.



B.



C.



D.



4. Which of the following is a **simple machine** that uses **grooved wheels** and a **rope to raise, lower** and move a **load**?

- A. Level
- B. Inclined plane
- C. Wheel and axle
- D. Pulley

5. Read the following excerpt from *Everyday Simple Machines* and answer the question that follows using information from the text.

“But simple machines are not called simple because they make life simple; **they are called simple because they have few or no moving parts.** And they make only certain types of work easier, too. They won’t help you with your homework, but they can help you move something. If you need to push, pull or lift something, a simple machine makes it easier by reducing the amount of effort needed.

Great, so using a simple machine means less work, right? Actually, no. When you use a simple machine, there is a **trade-off.** It takes less effort, but you have to move a greater distance. For example, if you choose to walk up a ramp instead of the stairs, it might not feel as hard, but you have to walk a longer distance. So you end up using the same amount of energy.”

Explain the **trade-off** of using a simple machine.

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6. You can use a **lever** to move or lift a load by:

- a. Keeping things straight
- b. Rolling things down a ramp
- c. Not using any force
- d. Pushing down on one end of the lever



7. Below are everyday objects. Each one is also a simple machine. Label each one with the simple machine they mimic during regular use.

Everyday Objects	Write in the name of the simple machine
 <p data-bbox="386 688 451 720">Fork</p>	
 <p data-bbox="362 961 475 993">Hammer</p>	
 <p data-bbox="370 1308 467 1339">Seesaw</p>	
 <p data-bbox="358 1591 483 1623">Lightbulb</p>	
 <p data-bbox="375 1925 462 1957">Ladder</p>	

8. What is **one main difference** between a wedge and an inclined plane?

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9. What is **one main difference** between a wheel and axle and a pulley?

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### **CHALLENGE QUESTIONS**

10. A pulley makes work easier by changing the direction of a force. What does the phrase ***changing the direction of force*** mean? How does it make your job easier?

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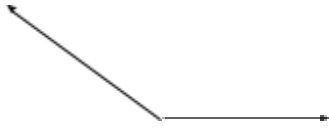
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**Math!**

1. Which of the following is a possible measure of angle M? (4.MD.5)



- A.  $80^\circ$
- B.  $90^\circ$
- C.  $150^\circ$
- D.  $180^\circ$

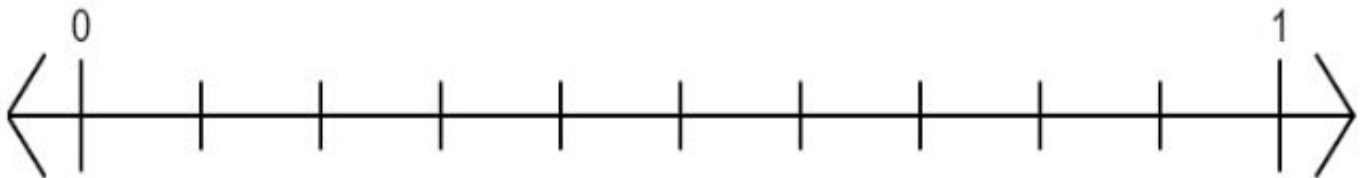
2. Find the sum.

$$\frac{6}{100} + \frac{3}{10}$$

- A.  $\frac{36}{100}$
- B.  $\frac{9}{110}$
- C.  $\frac{63}{110}$
- D.  $\frac{36}{200}$

3. Plot the point that represents where  $0.27$  is located on this number line.

Select a place on the number line to plot the point.



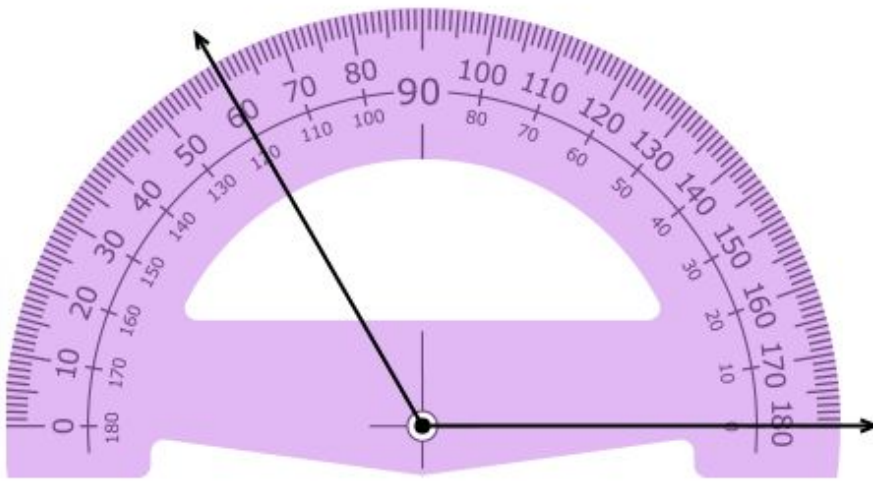
**Steps for solving the following questions:**

- A. Trace both rays
- B. Circle the  $0^\circ$  the **bottom ray is crossing**
- C. Scribble out the degree scale **next to the  $0^\circ$  you circled** that starts at  $180^\circ$

*Remember: it doesn't make sense to go straight from  $0^\circ$  to  $170^\circ$ !!!! We go from  $0^\circ$  to  **$10^\circ$** !!!*

- D. Determine how many degrees the angle is.

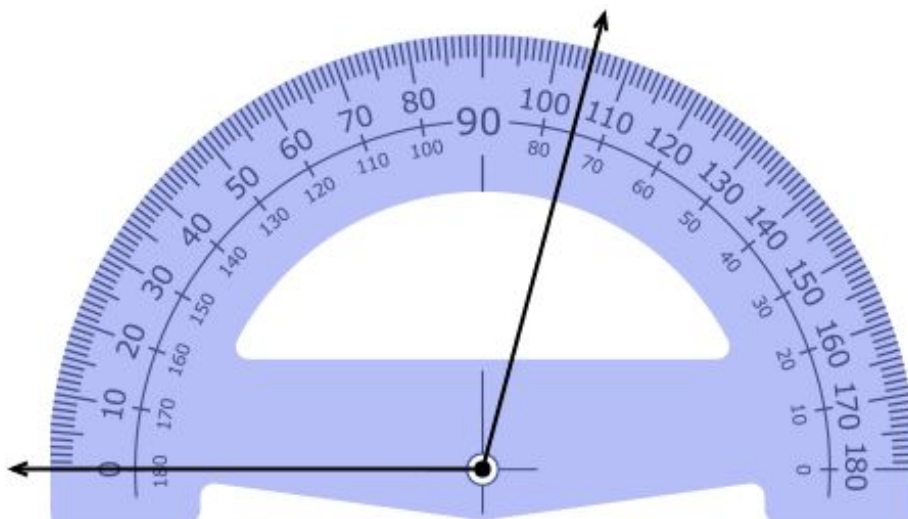
4. An angle and a protractor are shown below. (4.MD.6)



What is the measure of the angle?

\_\_\_\_\_ degrees

5. An angle and a protractor are shown below. (4.MD.6)



What is the measure of the angle?

\_\_\_\_\_ degrees

6. Damoses is 5 feet tall. How many inches tall is Damoses? (4.MD.1)

**Answer frame:** Damoses is \_\_\_\_\_ inches tall.

7. Anjali has the shape shown.



What is the total number of right angles Anjali's shape appears to have?

- A. 0
- B. 1
- C. 2
- D. 3

8. An artist bought 5 yards of rope. Which of the following is equivalent to 5 yards?

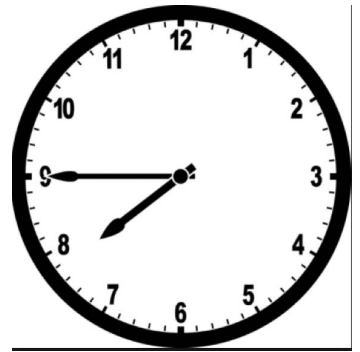
- A. 3 feet
- B. 15 feet
- C. 60 feet
- D. 180 feet

9. Denisse has a routine that she does every morning before she leaves for school. The tasks that she has to do are shown in the chart below.

Task	Time (in minutes)
Take a shower	10 minutes
Get dressed	7 minutes
Eat breakfast	14 minutes

**Part A**

Denisse wakes up at the time shown on the clock. What time does Denisse wake up?



**Part B**

Denisse starts her routine as soon as she wakes up. What time does Denisse finish her routine?

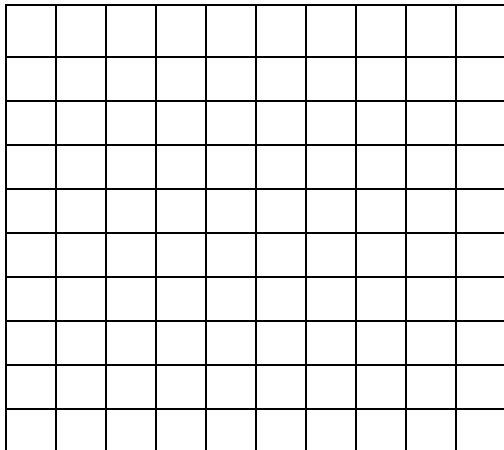
**Part C**

As soon as Denisse finishes her morning routine she leaves for school. It takes Denisse 20 minutes to drive to school. School starts at 8:30. Does Denisse make it to school on time?

10. Ava is making friendship bracelets while school is closed. She uses  $3\frac{1}{3}$  **yards** of string. How many **feet** of string does Ava use?

**Answer frame:** Ava uses \_\_\_\_\_ feet of string.

11. Show  $\frac{6}{10}$  on the grid below. (4.NF.5; 4.NF.6)



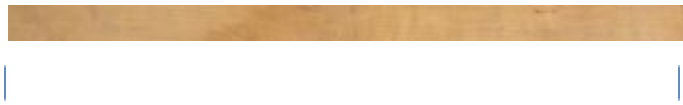
Express  $\frac{6}{10}$  as a decimal: \_\_\_\_\_

12. Multiply the following using **partial product strategy** or **area model**. You can not use addition!!!!

$$247 \times 9 = \underline{\hspace{2cm}}$$

13. Edward uses this piece of wood to measure different lengths.

He knows that **the length of the wood is 4 meters** as shown below.



4 meters

The table below shows the total number of wood lengths that Edward used to measure each object. Complete the table by **filling in the all missing boxes** and show work using units!!!

Object	Number of wood lengths	Number of Meters	Number of Centimeters
Basketball Hoop	1		
Truck	3		
School Gym	13		

14. A teacher wrote this number on the board.

24,473

The value of the digit in the thousands place is how many times the value of the digit in the hundreds place?

15. The New York Zoo has many big animals. The veterinarian weighed all of the animals in kilograms and recorded their weights below.

Animal	Weight (kg)
Zebra	42
Lion	85
Hippopotamus	110
Giraffe	169
Elephant	223



The animals need to drink water. Each animal should receive 5 milliliters of water for each kilogram of its body weight. How many milliliters of water the veterinarian will need to care for all of the animals?

**Show all of your work.** (Hint: Calculate the amount of water each animal needs, **then** add all of the water together!)

**Answer frame:** The veterinarian will need \_\_\_\_\_ milliliters of water.



### Conversion Song

To *"She'll Be Coming 'Round the Mountain"*

We can calculate conversions with this song

We can calculate conversions with this song

There are 100 centimeters

In one meter,

1,000 meters in a kilometer

We can measure distance anywhere we go

We can measure distance anywhere we go

There are 12 inches in a foot, 12 inches in a foot

And there are 3 feet in a yard

There are 16 ounces in one pound,

1,000 grams in one kilogram

1,000 milliliters

In one liter

We can measure mass and volume now

We can talk about time on a clock

We can talk about time on a clock

There are 60 seconds in a minute,

60 minutes in an hour

We can talk about time on a clock

We can calculate conversions with this song

We can calculate conversions with this song

We are smart and we are kind

Hardworking and determined

We can calculate conversions with this song

## Literacy :)

### Assignment 1: MCAs Reading + Prep

**Directions:** What happens to socks that are left behind after their matching socks mysteriously go missing? Read the passage “The Village of Left-Behinds.” Then answer the questions that follow.

**Time Estimate:** 45 Minutes- 1 Hour

### The Village of Left-Behinds by Ethel Pochocki



1. In a basket in a corner of the laundry room of a large family’s house, there lived the village of Left-Behinds, a community of bewildered socks who had lost their mates and their reason for being. For what good was one sock? . . .
2. The mistress of the house had given them their own place where they could wait for the return of their loved ones. Her sock drawer had become so crowded, she could barely close it, but she was too softhearted to throw the odd ones away. It wasn’t their fault their mates had vanished suddenly and mysteriously. One moment they were in the washer or dryer or on their way to being folded and put away, and the next, they weren’t. It was, she said, one of life’s great mysteries. ‘

3. Every now and then, but not very often, one of the missing did return, found in an unlikely place—in a lunchbox, under the couch, crumpled in a pants pocket, in a book as a bookmark—and there was great rejoicing as the pair returned to the sock drawer. It gave the remaining Left-Behinds hope that the miracle would happen again

4. You might think such a village would be a sad place, with the socks moping around, remembering stories about the old days and reminiscing about feet they had known, but for the most part, it wasn't. At first, the villagers spent their days learning to get along with one another. In this large family, there were all kinds. Old man socks, usually black, with holes in toes and worn-out heels; men's itchy wool plaids; Grandmother's brown cotton stockings; little girl socks trimmed in lace; boys' thick white sneaker socks. Thin, colored knee-highs with cats or penguins or balloons scrolled up the sides; baby booties.

5. And the mistress put them all to work. Many of the white cotton elders went into kitchen and parlor service—scrubbing faucets or polishing silver, the banisters, the piano, and the pictures on it. Some she would wind around a yardstick to wipe down cobwebs. She filled the little girl socks with dried lavender and rosebuds and tied them with a ribbon to give as sachets. Grandmother's stockings went outside to tie up tomato vines. The mistress also gave one hand-knit sock of many colors to an actress playing a one-footed role.

6. One sock the mistress would not give away was her own, a soft, fuzzy, red-and-white striped sock, so lovable and cheery, she was voted mayor of the village. The sock kept everyone as hopeful as possible, working hard to lighten spirits, especially those of the sock elders, who just wanted to roll up and do nothing. She, too, had lost her mate and cried in secret, but it was in her very fiber to be a comforter.



7. The village occasionally had visitors from away, and every happening was discussed and relived for weeks after the event. There was the convention of ladybugs, who came down from the attic for a holiday to bask in the warmth of the dryer vent. And the friendly raid of mouse mothers for baby booties to use as buntings for their newborns. And, the most recent, the mother cat who decided the village was the best place to have her kittens, and so she did—five of them! All sock work plans were laid aside in the

immediate need to keep the mother and children comfortable. When the kittens were old enough to climb out of the basket and go into the world, the socks were a little sad. The kittens had become part of the village. They were born there, after all.

8 And so the days passed, and the socks came and went. Now that it was spring, with cleaning and gardening in full force, every sock was needed. Soon there was only one left—the pretty, cheery, fuzzy red-and-white striped mayor. She sat at the bottom of the basket with nothing to do, no one to comfort. Still, she held on to the hope that had kept her cheerful—that her mate would return. It could happen, she told herself each day.

9. And—what do you know—it did! Outside, the snowdrifts that covered the backyard melted into the earth, and the dirty, icy crusts turned to mud. The mistress hung her sheets out in the first crisp spring air, and her heart leaped up as she watched them billow into the sky. As she started back to the house, she slipped in the mud and fell face first into a pile of wet brown leaves.

10. Her nose touched something soft and fuzzy; she hoped it wasn't an animal. When she saw what it was, she laughed in delight. She pulled up the dirty, soggy red-and-white striped sock and exclaimed, "Well, there you are!" It must have slipped out of the basket when she brought in the laundry last fall.

11. The mistress washed the sock and dried it by the wood stove, fluffing it up before reuniting the couple. She wore the socks the very next day, which made all three of them very happy.

12. Now the basket was empty, the village of Left-Behinds deserted. Not a thread or shred of lace remained to show it had ever existed. Then, three days later, a pink bunny slipper-sock was dropped into the basket, followed by a ladies' black leather glove. And on the next day—

13. But that's another story

### Questions

1. **Reread paragraph 1.** Based on the paragraph, what is a sock's **main** purpose?
  - a. to keep feet clean
  - b. to keep feet warm
  - c. to be part of a pair
  - d. to be used for a job
  
2. Based on **paragraph 2**, with which statement would the author **most likely** agree?
  - a. Things can change very quickly.
  - b. Things are always as they seem.
  - c. Making decisions can be difficult.
  - d. Working hard brings great results.
  
3. According to the passage, which question does the mistress believe is “one of life’s great mysteries”?
  - a. Why do all socks look different?
  - b. How do so many socks disappear?
  - c. How do people find missing socks?
  - d. Why do people need to wear socks?
  
4. How does the setting change in paragraphs 8 and 9?
  - a. Day becomes night.
  - b. Winter becomes spring.
  - c. Spring becomes summer.
  - d. Morning becomes afternoon.
  
5. In “The Village of Left-Behinds,” who is telling the story?
  - a. a sock
  - b. a visitor
  - c. the narrator
  - d. the mistress
  
6. Read the sentence from paragraph 12 in the box.

*Now the basket was empty, the village of Left-Behinds deserted.*

Which word from the sentence helps readers understand the meaning of **deserted**?

- a. now
- b. basket
- c. Empty
- d. Village

7. Part A. Which statement **best** describes how the mistress and the red-and-white socks feel about each other at the end of the passage?

- a. They feel safer together.
- b. They feel tired of one another.
- c. They feel pleased to be with one another.
- d. They feel unsure if they will stay together.

Part B. Which sentence from the passage **best** supports the response to Part A?

- a. "Now that it was spring, with cleaning and gardening in full force, every sock was needed." (paragraph 8)
- b. "The mistress washed the sock and dried it by the wood stove, fluffing it up before reuniting the couple." (paragraph 11)
- c. "She wore the socks the very next day, which made all three of them very happy." (paragraph 11)
- d. "Not a thread or shred of lace remained to show it had ever existed." (paragraph 12)

8. The red-and-white sock in the basket is different from the sock elders. Select **two** phrases to describe the red-and-white sock and **two** phrases to describe the sock elders.

The red-and-white sock is

- a. helpful for cleaning.
- b. cheerful with the others.
- c. chosen as mayor.
- d. useful for animals.
- e. tired from lots of work.

The sock elders are

- a. helpful for cleaning.
- b. cheerful with the others.
- c. chosen as mayor.
- d. useful for animals.
- e. tired from lots of work.







**Assignment 2: Timeline of the Women’s Suffrage Movement in the U.S.**

**Directions:**

- Pick at least **four** dates from the Timeline below that were key dates in Woman gaining the right to vote
- Create your own timeline using these dates
- Rewrite each significant event in your own words

\*Challenge\* Use each vocabulary word (listed below) in your Timeline

**Time Estimate:** 1 Hour

Timeline of the Women’s Suffrage Movement in the U.S.

*Compiled by the Center for American Women and Politics – August 2014*

**1848** The first women's rights convention is held in Seneca Falls, New York. After 2 days of discussion and debate, 68 women and 32 men sign a Declaration of Sentiments, which outlines grievances and sets the agenda for the women's rights movement. A set of 12 resolutions is adopted calling for equal treatment of women and men under the law and voting rights for women.

**1850** The first National Women's Rights Convention takes place in Worcester, Mass., attracting more than 1,000 participants. National conventions are held yearly (except for 1857) through 1860.

**1868** Ratification of the 14th amendment declaring “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside” and that right may not be “denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States”

**1870** Congress ratifies the 15th amendment: “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.”

**1869** Split among the suffragist movement. Susan B. Anthony and Elizabeth Cady Stanton form the National Woman Suffrage Association. The primary goal of the organization is to achieve voting rights for women by means of a Congressional amendment to the Constitution. Lucy Stone, Henry Blackwell, and others form the American Woman Suffrage Association, which focuses exclusively on gaining voting rights for women through the individual state constitutions.

**1872** Susan B. Anthony arrested for voting for Ulysses S. Grant in the presidential election.

**1878** The Women's Suffrage Amendment is first introduced to congress.

**1890** The National Women Suffrage Association and the American Women Suffrage Association merge to form the National American Woman Suffrage Association (NAWSA). As the movement's mainstream organization, NAWSA wages state-by-state campaigns to obtain voting rights for women.

**1893** Colorado is the first state to adopt an amendment granting women the right to vote.

**1896** The National Association of Colored Women is formed, bringing together more than 100 black women's clubs. Leaders in the black women's club movement include Josephine St. Pierre Ruffin, Mary Church Terrell, and Anna Julia Cooper.

**1913** Alice Paul and Lucy Burns formed the Congressional Union for Women Suffrage. Their focus is lobbying for a constitutional amendment to secure the right to vote for women. The group is later renamed the National Women's Party. Members picket the White House and practice other forms of civil disobedience.

**1916** Alice Paul and her colleagues form the National Woman's Party (NWP) and began introducing some of the methods used by the suffrage movement in Britain. Tactics included demonstrations, parades, mass meetings & picketing the White House over the refusal of President Woodrow Wilson and other incumbent Democrats to actively support the Suffrage Amendment.

**1917** In July picketers were arrested on charges of "obstructing traffic." including Paul. She and others were convicted and incarcerated at the Occoquan Workhouse in Virginia. While imprisoned, Alice Paul began a hunger strike.

**1918** In January, after much bad press about the treatment of Alice Paul and the imprisoned women, President Wilson announced that women's suffrage was urgently needed as a "war measure."

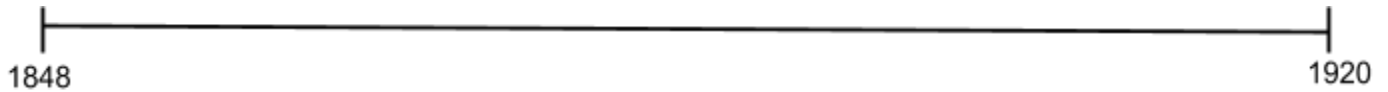
**1919** The federal woman suffrage amendment, originally written by Susan B. Anthony and introduced in Congress in 1878, is passed by the House of Representatives and the Senate. It is then sent to the states for ratification. August 26

**1920** The 19th Amendment to the Constitution, granting women the right to vote, is signed into law.

Vocabulary:

Word	Definition
Suffrage	the right to vote in elections.
Convention	a meeting or assembly of people who share a common interest
Campaign	work in an organized and active way towards a particular goal
Ratification	to formally approve something, such as to approve an amendment
Amendment	A formal change to the US constitution
Congress	a formal meeting of elected officials for discussion and usually action on some question
Constitution	a set of rules that guides how a country, state, or other political organization works

\_\_\_\_\_ (scholar's name)'s Timeline of Woman Suffrage



Checklist:

- I included at least 3 dates on my timeline.
  - Dates are in order.
- I rewrote each event in my own words.
  - Each description is next to a date.
  - I used complete sentences, spelling and punctuation.
- Challenge: I used at least 4 of the vocabulary words in my timeline.

