

**A C S P**

# Summer Gazette

2020-2021 Edition

ENTERING 4<sup>TH</sup> GRADE

- CURRICULUM
- UNIFORMS
- CONTACT INFO

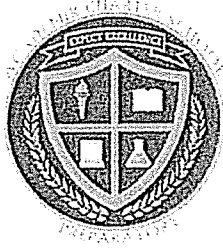
STUDENT NAME:

**Academy Charter School Preparatory**

**19185 SW 127 Ave.**

**Miami, Fl 33177**





AcadeMir Charter School Preparatory  
*"Expect Excellence"*

AcadeMir Charter School Preparatory is proud and excited to offer all students our summer assignments. This summer magazine contains all REQUIRED Reading, Mathematics, and/or Science project based learning activities for your child's incoming grade. Enclosed you will also find other pertinent information to help your family prepare for the upcoming school year. As always, use these assignments as a way to connect with your child and acclimate students to what will be expected next year. ALL magazines will be collected during the first week of school and will be evaluated for a participation grade. We hope you have a wonderful and restful summer.

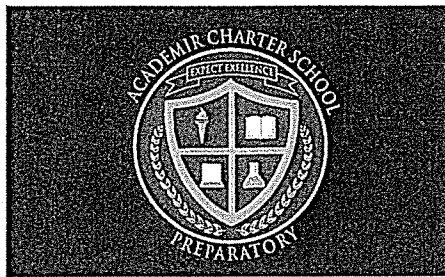
Sincerely,

M. Kristina Ledo Ed. D.  
Principal

AcadeMir Charter School Preparatory está orgulloso y emocionado de ofrecer a todos los estudiantes nuestras asignaciones de verano. Esta revista de verano contiene todas las actividades de aprendizaje basadas en proyectos de Lectura, Matemáticas y / o Ciencias REQUERIDAS para el grado de su hijo. Adjunto encontrará también otra información pertinente para ayudar a su familia prepararse para el próximo año escolar. Como siempre, utilice estos proyectos como una manera de conectarse con su hijo y aclimatar a los estudiantes a lo que pueden esperar el próximo año. TODOS los proyectos se recogerán durante la primera semana de la escuela y serán evaluados para un grado de participación. Esperamos que tengan un maravilloso y tranquilo verano.

Sinceramente,

M. Kristina Ledo Ed. D.  
Principal



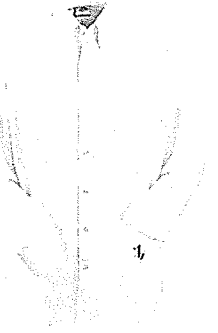
## Academir Charter School Preparatory



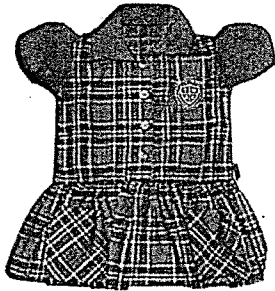
**Unisex Polo Spandex**



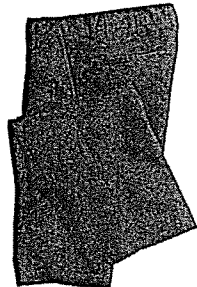
**Polo Rugby**



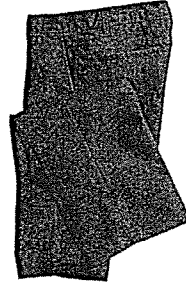
**Oxford Gala**



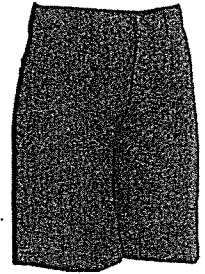
**Polo Dress**  
\$34.99 - \$36.99



**Flat Front Pant**  
\$23.99



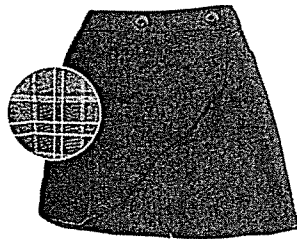
**Flat Front Pant**  
\$19.99



**Flat Front Short**  
\$14.99 - \$19.99



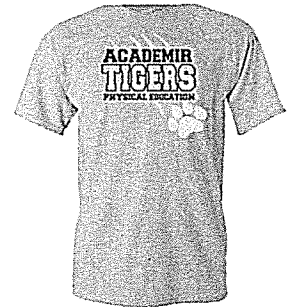
**Tie**



**Skort With Flap Plaid**



**Pe Short**



**Pe T-Shirt**



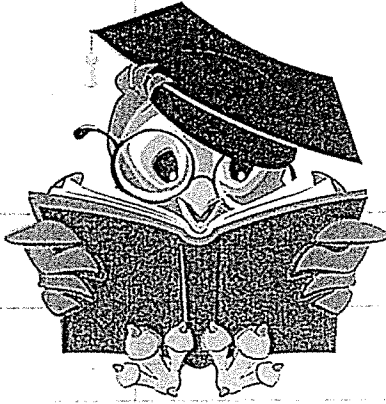
**Snap Fleece Jacket**



**V-Neck Cardigan**



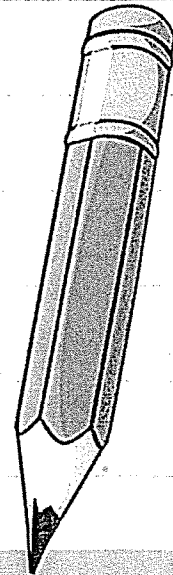
**V-Neck Vest -Gala**



# School Ready

STRESS-FREE SUMMER & HASSLE-FREE  
BACK-TO-SCHOOL!

- ✓ NO WORRY OF OBTAINING SCHOOL SUPPLIES.
- ✓ NO WAITING IN LONG LINES.
- ✓ NO STRESS OVER SOLD-OUT ITEMS.
- ✓ ALL SUPPLIES SHIPPED IN ONE DELIVERY TO THE SCHOOL.
- ✓ ALL SUPPLIES LABELED WITH STUDENT NAME & CHARACTER.
- ✓ NO CARRYING OF BAGS OR BOXES.
- ✓ NO DELIVERY FEE.
- ✓ OPTION TO ORDER ONLINE
- ✓ OPTION TO BUY HEADPHONES SEPARATELY.
- ✓ OPTION TO BUY SUPPLY KITS BY CATEGORY.



[WWW.SCHOOLREADYSUPPLIES.COM](http://WWW.SCHOOLREADYSUPPLIES.COM)



Dear ACSP Families:

Books can take your imagination to faraway places, on fantastic adventures, or back in time. You can learn about new things, meet new characters, and experience other cultures when you read. Reading can be relaxing, fun and rewarding - we know that people become better readers by reading!

This summer, we want you to take some time to *READ*. You can either enjoy the book on your own or read it with a grown-up. Our Grade Level Reading List can be found below. After you read your book, *complete the summer reading activity that has been assigned to your grade level*. Please bring your finished project in during the first week of school and give it to your teacher. It will be shared and displayed in class!

If you have any questions, please call our school office (305) 964-7542. Have a wonderful summer!

<i>Grade Level</i>	<i>Book</i>
<i>Entering Kindergarten</i>	<i>All Are Welcome by Alexandra Penfold</i>
<i>Entering 1<sup>st</sup> grade</i>	<i>The Little Butterfly that Could by Ross Burach</i>
<i>Entering 2<sup>nd</sup> grade</i>	<i>Jabari Jumps by Gaia Cornwall</i>
<i>Entering 3<sup>rd</sup> grade</i>	<i>Ranger in Time: Hurricane Katrina Rescue by Kate Messner</i>
<i>Entering 4<sup>th</sup> grade</i>	<i>Ways to Make Sunshine by Renee Watson</i>
<i>Entering 5<sup>th</sup> grade</i>	<i>Key Hunters: The Mysterious Moonstone by Eric Luper</i>
<i>Entering 6<sup>th</sup> grade</i>	<i>I Survived the American Revolution, 1776 by Lauren Tarshis</i>
<i>Entering 7<sup>th</sup> grade</i>	<i>I Survived the Battle of Gettysburg, 1863 by Lauren Tarshis</i>
<i>Entering 8<sup>th</sup> grade</i>	<i>The Big Game by Tim Green</i>

*Students Entering Grades 1-3*

- *In addition to the summer reading books above, students entering grades 1-3 will be required to complete 45 minutes Lexia weekly.*

*Students Entering Grades 4-8*

- *In addition to the summer reading books above, students entering grades 4-8 will be required to complete Reading Plus weekly.*

*Total to be completed by August 1:*

- *10 See Readers reading comprehension activities*
- *10 Read Arounds vocabulary activities*

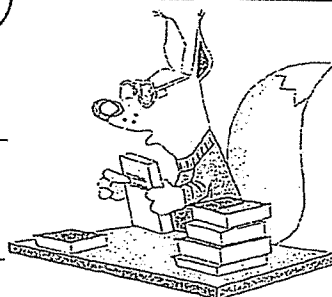
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Book Report: Fiction

title: \_\_\_\_\_

author: \_\_\_\_\_



This story was \_\_\_\_\_ number of pages: \_\_\_\_\_  
(easy, just right, hard)

Describe what happened in the beginning of the story.

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Describe what happened in the middle of the story.

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Describe what happened at the end of the story.

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Did you like this book? Tell why or why not. \_\_\_\_\_

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Read the passage and answer the questions that follow.

## The Water Cycle: In Nature and in Miniature

- 1 Water is neither added nor taken away from the world. Instead, it is constantly recycled. It goes from the oceans and other bodies of water through the atmosphere and back again. This movement is called the water cycle.

### The Water Cycle

In sunlight, water on Earth's surface warms up and evaporates. That means it turns from water to gas, or vapor. The water vapor rises into the atmosphere. High in the atmosphere, the vapor then cools and condenses, forming tiny droplets. The droplets gather together to form clouds.

When the clouds become too heavy with droplets, the droplets begin to fall back to Earth. These falling droplets are called precipitation. At warmer temperatures, the precipitation falls as rain. At colder temperatures, the precipitation falls as snow or hail. Some droplets fall into oceans, lakes, rivers, or streams, while other droplets fall on land. From the land, some water runs into rivers or streams. And some water is absorbed into the soil. Plants draw water from the soil through their roots and into their leaves.

Then, the cycle begins again! Water in oceans, lakes, rivers, or streams evaporates, providing about 90 percent of the moisture in the atmosphere. Water also escapes through pores, or tiny openings, in plant leaves and evaporates, providing about 10 percent of the moisture in the atmosphere.

### The Water Cycle in Miniature

- 5 You can make your very own model of the water cycle—in a jar! A glass jar that is used for growing plants is called a terrarium. Plant some small plants in a jar. Water them and close the lid. If you give your terrarium the right amount of water and light, the water will begin to cycle through the environment inside the jar. The water inside your terrarium will evaporate, condense (on the lid and sides of the jar), and precipitate, just as it does in the world outside. Usually, you will not need to give the terrarium any more water. The water cycle will provide your plants with all the water they need!

## Make a Terrarium

It's easy enough to make a terrarium. Just follow the directions below.

### Materials

- large jar with a wide mouth and lid
- pebbles, gravel, or other small stones
- aquarium charcoal chips
- potting soil
- small tropical or woodland plants, such as ferns, spider plants, or African violets. (Do not use cactuses or succulents because they are likely to rot.)
- spray bottle filled with water

### Directions

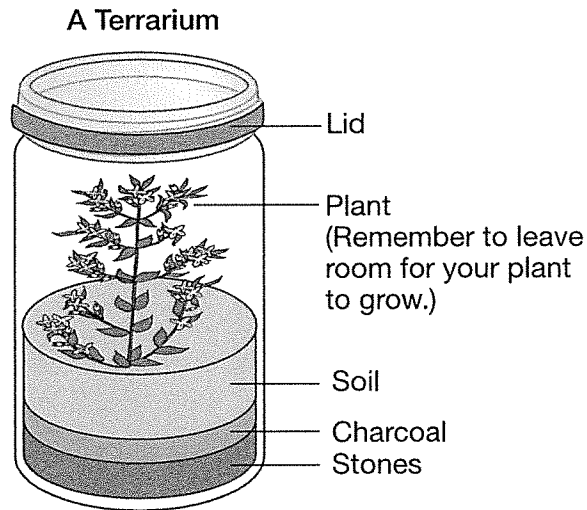
1. Carefully wash and dry the jar. Cleaning the jar will help prevent the growth of bacteria.
2. Begin to layer materials at the bottom of the jar. First, cover the bottom of the jar with a layer of small stones. The stones allow the water to drain.
3. Place a thin layer of charcoal chips on top of the stones. This layer will absorb any bad odors.
4. Now add a layer of soil. This layer should be at least two inches deep. The soil should fill about one-third of the jar.
5. Place your plants in the soil. Be sure their roots are completely covered by soil. You can also add other items for decoration, such as moss or small stones. It's important that your plants have enough room to grow. Don't crowd too many things in the jar.
6. Water your plants until the soil is damp, not soaked.
7. Cover the jar and place it in an area where it will get some sunlight, but not too much. Avoid direct sunlight.



### Observing Your Terrarium

Observe, or watch, your terrarium daily to see any changes. You may observe it a few times a day or just once every day. But do your best to look at it at about the same time each day. Take notes about what you see on a chart or in a journal. What is the weather like—sunny or cloudy, warm or cool? Where in or on the jar do you see water? What else do you notice? After a few weeks, see if there are any patterns. For example, how does the amount of light the terrarium is getting affect the amount of condensation you see in the jar?

You might not need to water your terrarium very often, but it does need your care! Add more water if the soil gets dry. Open the lid to release some humidity if the soil seems too wet. In addition, trim the plants if they get too big. Remove any dead leaves.



1. What is the section titled “The Water Cycle” MAINLY about?
  - A. how clouds and rain form
  - B. how water moves through the environment
  - C. how the water cycle forms within a terrarium
  - D. how water returns to oceans, lakes, rivers, and streams
  
2. Which title could also be used for the section “The Water Cycle in Miniature”?
  - A. “Types of Terrariums”
  - B. “New Uses for Old Jars”
  - C. “Why Study the Water Cycle?”
  - D. “The Water Cycle within a Jar”
  
3. The word environment in paragraph 5 means
  - A. plants and insects.
  - B. land, water, and air.
  - C. surroundings of a house.
  - D. droplets of water.
  
4. Read this entry from a dictionary.

**suc•cu•lent** ('sə-kyə-lənt) *adjective*.  
1: juicy; 2: tasty; 3: having interesting qualities; *noun*.  
4: a plant with fleshy tissues that hold moisture

Which meaning of succulent is used in this passage?

  - A. meaning 1
  - B. meaning 2
  - C. meaning 3
  - D. meaning 4

Lesson 7 Quiz

5. In the section titled “Observing Your Terrarium,” the word humidity means
- A. heat.
  - B. moisture.
  - C. a kind of weather.
  - D. dirt or soil.
6. How is the diagram MOST LIKELY helpful to readers?
- A. It helps them decide what kinds of plants to use in their terrarium.
  - B. It helps them figure out where they should put their terrarium.
  - C. It helps them see where to put the things inside their terrarium.
  - D. It helps them understand how their terrarium is a model of the water cycle.
7. What is the section titled “Observing Your Terrarium” MAINLY about?

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Read the passage and answer the questions that follow.

## How Cell Phones Work

1 The telephone was first invented by Alexander Graham Bell in 1876. Decades later, in the 1940s and 1950s, the very first mobile, or wireless, phones were developed. Then, in the 1980s, cell phones were developed. In the years since, cell phones have changed a lot. They have added more features and become easier to use. As a result, they have become more and more popular. In fact, cell phones are now more common than the telephones with landlines, which use wires and cables. In 2005, the number of cell phone users in the United States became greater than the number of people using landlines.

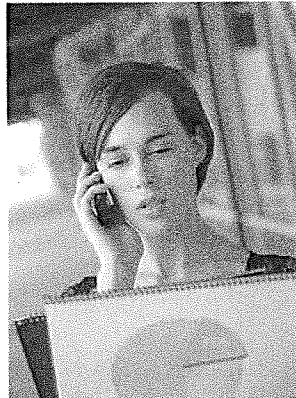
The advantage of a cell phone, of course, is that it can be taken from place to place. You might be surprised to learn about another difference between cell phones and telephones that use landlines, though. Cell phone technology has more in common with a radio than with a simple landline telephone.

### How a Telephone Works

A telephone has a transmitter, a receiver, and wires. When you speak into the transmitter, it changes the sound waves of your voice into an electric current. This current travels along the wires of your telephone to a network of cables. A central office sends the electric current to the telephone you called. The receiver then changes the current back into sound waves. The person holding the receiver to his or her ear hears the sound of your voice.

### How a Cell Phone Works

The basic idea of a cell phone is similar to that of a telephone. The phone changes the sound waves of your voice into a form that can travel over greater distances. Instead of changing the sound waves into an electric current, however, the cell phone changes them into radio waves. And, of course, these radio waves travel through the air rather than over wires and cables.



## Lesson 7 Quiz

- 5 How does a cell phone call get from one phone to another? Instead of a network of cables, cell phone systems use a network of radio towers, or transceivers. Each tower serves as a base station for a specific geographical area. This area is called a cell. When you speak into a cell phone, the radio waves travel from your cell phone to a nearby base station. The base station then sends your message to the phone that you are calling.

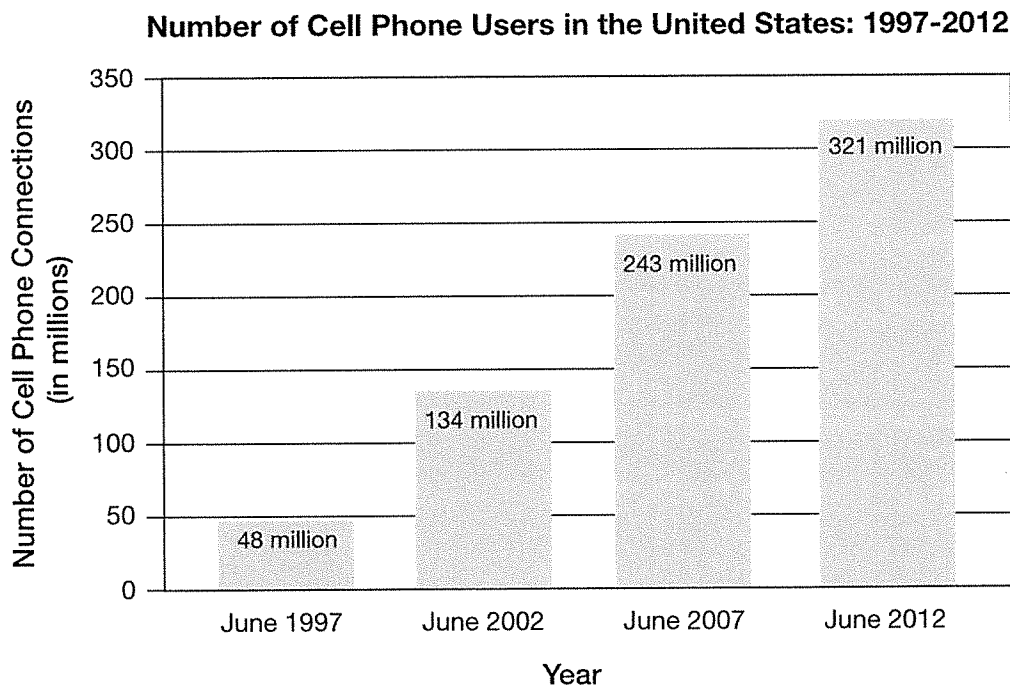
Of course, cell phone users may move around during a call. If a user moves to a different cell, the call connects to a base station in that cell. As a user goes from cell to cell, the call can go from base station to base station without interruption.

### Improving the Design

In the 1990s, cellular networks began to use digital transmission. This change was an improvement over older networks. Older networks use analog transmission. With analog transmission, the sound waves of a caller's voice are changed into radio waves that are similar to the sound waves. This system is not ideal. Other signals can interfere and create static, or noise.

Interference is not a problem with digital transmissions. With digital transmission, the sound waves of a caller's voice are translated into radio pulses. Computers find and correct any errors in the signals. Therefore, the calls are much clearer than those made with analog networks. Also, digital networks can offer such services as text messaging.

Some mobile telephones do not use the cellular network. Satellite telephones use communications satellites to place and receive calls. Unlike cell phones, these telephones can be used just about anywhere in the world.



8. What is paragraph 1 MAINLY about?
- A. how mobile phones were first invented
  - B. the development and increasing use of cell phones
  - C. how cell phones compare with telephones with landlines
  - D. the reasons why cell phones are so popular
9. Read this entry from a dictionary.
- fea•ture** ('fē-chər) *noun*.  
**1:** a noticeable characteristic;  
**2:** something offered to attract customers or buyers; **3:** the main movie showing at a theater; **4:** a part of the face, such as the eyes, nose, or mouth
- Which meaning of feature is used in paragraph 1?
- A. meaning 1
  - B. meaning 2
  - C. meaning 3
  - D. meaning 4
10. The word current in paragraph 3 means
- A. popular or stylish.
  - B. the flow of a river.
  - C. present or most recent.
  - D. the movement of an electric charge.
11. The first two paragraphs of the section titled "Improving the Design" MAINLY tell about
- A. the effects of digital transmissions.
  - B. the similarities between analog and digital transmission.
  - C. how digital transmission solves the problems with analog transmission.
  - D. the sequence of events leading to the use of digital transmission.

**Lesson 7 Quiz**

12. In paragraph 7, the word transmission means
- A. a way of sending something.
  - B. a way of making something.
  - C. a way of copying something.
  - D. a way of improving something.
13. According to the bar graph, which of the following statements is true?
- A. Mobile phone use in the United States is likely to double again in the next five years.
  - B. Mobile phone use in the United States is much greater than in any other nation in the world.
  - C. Mobile phone use in the United States is unlikely to see any more growth in coming years.
  - D. Mobile phone use in the United States has increased more than six times in the last fifteen years.



14. What is the main idea of paragraph 5? What details in the paragraph support the main idea?

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Lesson  
Quizzes

# Adding and Subtracting Whole Numbers

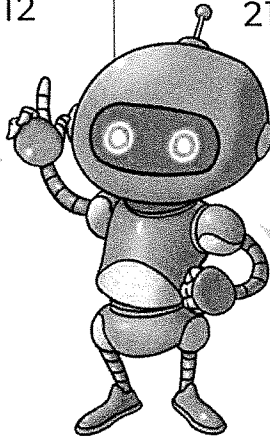
## PLUG IN Properties of Operations

### commutative property

$$12 + 15 = 15 + 12$$

$$27 = 27$$

*I see!*  
I can add two numbers in any order. The sum will be the same.



### associative property

$$(10 + 11) + 12 = 10 + (11 + 12)$$

$$21 + 12 = 10 + 23$$

$$33 = 33$$

*It does not matter how I group the addends. The sum is the same.*

Addition and subtraction are **inverse operations**.

$$\begin{array}{r} 13 \\ + 44 \\ \hline 57 \end{array} \quad \begin{array}{r} 57 \\ - 44 \\ \hline 13 \end{array}$$

*I see! Inverse operations undo each other.*

### Words to Know

#### commutative property

the order in which you add two numbers does not change the sum

#### associative property

the order in which you group three or more addends does not change the sum

#### inverse operations

operations that undo each other



Give an example of when it would be helpful to use the associative property.

**A** You can use the commutative property to write another equation.



Write another equation for  $18 + 12 = 30$ .

- Look at the equation and identify the addends.
- Change the order of the addends. Write the equation.

The addends are 18 and \_\_\_\_\_.

\_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

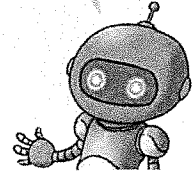
**B** You can use the associative property to find sums.

**DO** Add  $(15 + 48) + 22$ .

- 1 Group the addends a different way.
- 2 Add the numbers inside the parentheses. Find the sum.

$$\begin{array}{l} \underline{15} + (\underline{\quad} + \underline{\quad}) = \\ \underline{\quad} + \underline{\quad} = \underline{\quad} \\ (15 + 48) + 22 = \underline{\quad} \end{array}$$

Look for a 10 in the ones digits of the addends.



**C** You can use subtraction to check addition problems.

**DO** Add  $71 + 25$ .

- 1 Add to find the sum.
- 2 Subtract the second addend from the sum to check your answer.

$$\begin{array}{r} 71 \\ + 25 \\ \hline \square\square \end{array} \qquad \begin{array}{r} \square\square \\ - 25 \\ \hline \square\square \end{array}$$

## PRACTICE

Use the commutative property to write another equation.

1  $62 + 18 = 80$   
 $\underline{18} + \underline{\quad} = \underline{\quad}$

2  $75 + 15 = 90$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Use the associative property to find the sum.

3  $(21 + 17) + 33$   
 $\underline{21} + (\underline{\quad} + \underline{\quad}) =$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

4  $(25 + 19) + 11$   
 $\underline{\quad} + (\underline{\quad} + \underline{\quad}) =$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

Add. Then subtract to check your sum.

5 
$$\begin{array}{r} 46 \\ + 33 \\ \hline \square\square \end{array} \qquad \begin{array}{r} \square\square \\ - 33 \\ \hline \square\square \end{array}$$

6 
$$\begin{array}{r} 28 \\ + 50 \\ \hline \square\square \end{array} \qquad \begin{array}{r} \square\square \\ - 50 \\ \hline \square\square \end{array}$$

# POWER UP

## Adding and Subtracting within 1,000

When adding and subtracting whole numbers, line up the numbers by place value.

Add each place value, starting with the ones places.

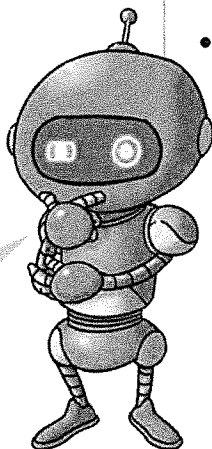
$$\begin{array}{r} 1 \\ 191 \\ + 327 \\ \hline 518 \end{array}$$

- $1 + 7 = 8$  ones
- $9 + 2 = 11$  tens  
Regroup 11 tens as 1 hundred and 1 ten.
- $1 + 1 + 3 = 5$  hundreds

Subtract each place value, starting with the ones place.

$$\begin{array}{r} 715 \\ 2\cancel{8}\cancel{5} \\ - 168 \\ \hline 117 \end{array}$$

- Regroup 8 tens as 7 tens and 10 ones.  
 $15 - 8 = 7$  ones
- $7 - 6 = 1$  ten
- $2 - 1 = 1$  hundred



The sum of the digits in the tens place was greater than 9, so I regrouped to the hundreds column.

I could not subtract 8 ones from 5 ones, so I regrouped from the tens column.

### DISCUSS

Why can you regroup 10 tens as 1 hundred?

**A** You can use place value to add.

### DO

Add  $482 + 395$ .

- 1 Line up the addends by place value.
- 2 Add the ones. Regroup, if needed.
- 3 Add the tens. Regroup, if needed.
- 4 Add the hundreds. Write the sum.

$$\begin{array}{r} \square \\ 4 \square \square \\ + \square \square \square \\ \hline \square \square \square \end{array}$$

$482 + 395 = \underline{\quad}$

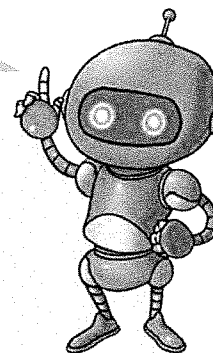
**B** You can use place value to subtract.

DO

Subtract  $849 - 675$ .

- 1 Line up the numbers by place value.
- 2 Subtract the ones. Regroup, if needed.
- 3 Subtract the tens. Regroup, if needed.
- 4 Subtract the hundreds. Write the difference.

If there aren't enough tens to subtract, I need to regroup.



8		
—		

$$849 - 675 = \underline{\quad}$$

DISCUSS

Caroline says the difference of  $495 - 368 = 137$ . Is Caroline correct? What can you tell Caroline about her work?

## PRACTICE

Use place value to add.

1  $394 + 201 = \underline{\quad}$

$$\begin{array}{r} 394 \\ + \quad \quad \\ \hline \end{array}$$

2  $518 + 237 = \underline{\quad}$

Use place value to subtract.

3  $586 - 342 = \underline{\quad}$

4  $732 - 408 = \underline{\quad}$

5  $984 - 593 = \underline{\quad}$

6  $612 - 597 = \underline{\quad}$

# READY TO GO

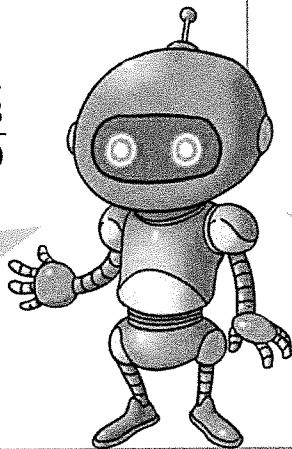
## Adding and Subtracting Whole Numbers

Remember that when adding and subtracting whole numbers, you line up the numbers by place value.

Add each place value, starting with the ones place. Regroup if necessary.

$$\begin{array}{r} \phantom{1} \phantom{1} \\ 12,402 \\ + 10,758 \\ \hline 23,160 \end{array}$$

The sums of the ones and hundreds digits were both greater than 9, so I regrouped.



Subtract each place value, starting with the ones place. Regroup if necessary.

$$\begin{array}{r} \phantom{8} \phantom{11} \\ 39,482 \\ - 18,520 \\ \hline 20,662 \end{array}$$

I could not subtract 5 hundreds from 1 hundred, so I regrouped.



Devin says he can add  $39,401 + 10,583$  without regrouping. Is Devin correct? Explain.

### LESSON LINK

#### PLUG IN

You can use the properties of operations to help you add and subtract.

**commutative property**

$$36 + 25 = 25 + 36$$

**associative property**

$$(12 + 25) + 35 = 12 + (25 + 35)$$

**inverse operations**

$$48 + 31 = 79$$

$$79 - 31 = 48$$

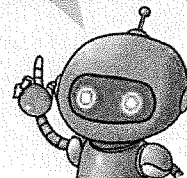
#### POWER UP

You can use place value to help you add and subtract whole numbers.

$$\begin{array}{r} 218 \\ + 540 \\ \hline 758 \end{array} \quad \begin{array}{r} 847 \\ - 625 \\ \hline 222 \end{array}$$

#### GO!

I get it! I can use what I know about the properties of operations and place value to add and subtract whole numbers.

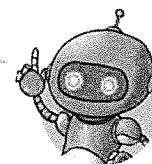


## WORK TOGETHER

Use Grid Paper to help you line up the digits when you add and subtract.

- The numbers are lined up by place value.
- Start at the ones place, add each column. Regroup to the column to the left when necessary.
- Subtract the sum, 79,813, and one of the addends, 27,679, to check the answer. Regroup when necessary. The difference, 52,134, matches the other addend. The answer, 79,813, is correct.

Regroup when a column is 10 or more.



Add  $52,134 + 27,679$ .

				1	1	
		5	2,	1	3	4
	+	2	7,	6	7	9
		7	9,	8	1	3
					10	
				7	<del>9</del>	13
		7	9,	<del>8</del>	<del>7</del>	<del>9</del>
	-	2	7,	6	7	9
		5	2,	1	3	4

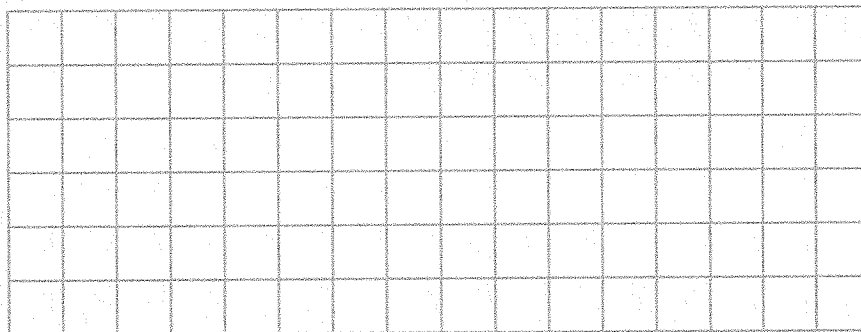
**A** Use Grid Paper to subtract. Use addition to check the difference.

DO

Subtract  $88,435 - 62,924$ . Regroup as needed.

- 1 Subtract the ones and tens. Regroup when necessary.
- 2 Subtract the hundreds and thousands. Regroup when necessary.
- 3 Subtract the ten thousands.
- 4 Use addition to check.

Grid Paper can be found on p. 229.

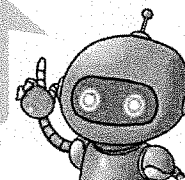


$88,435 - 62,924 = \underline{\hspace{2cm}}$

DISCUSS

Brooke finds this sum:  $49,104 + 10,583 = 59,687$ . She says she can use addition to check her answer. Is Brooke correct? Explain.

I can use an inverse operation to check an answer.





# PRACTICE

Complete the addition.

$$\begin{array}{r} 1 \quad 4, \quad 9 \quad 0 \quad 2 \\ + 2 \quad 5, \quad 0 \quad 8 \quad 6 \\ \hline \square \quad \square \quad \square \quad \square \quad \square \end{array}$$

$$\begin{array}{r} 2 \quad 3, \quad 9 \quad 7 \quad 8 \\ + 4 \quad 4, \quad 0 \quad 1 \quad 3 \\ \hline \square \quad \square \quad \square \quad \square \quad \square \end{array}$$

**REMEMBER**  
Regroup when the sum of the digits is greater than 9.

Complete the subtraction.

$$\begin{array}{r} 3 \quad 2, \quad 8 \quad 5 \quad 2 \\ - 1 \quad 2, \quad 5 \quad 1 \quad 0 \\ \hline \square \quad \square \quad \square \quad \square \quad \square \end{array}$$

$$\begin{array}{r} 4 \quad 3, \quad 5 \quad 16 \quad 8 \\ - 2 \quad 1, \quad 5 \quad 9 \quad 7 \\ \hline \square \quad \square \quad \square \quad \square \quad \square \end{array}$$

**HINT**  
Can you subtract 9 tens from 6 tens?

Add or subtract.

$$\begin{array}{r} 5 \quad 48,436 \\ + 20,715 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 67,929 \\ + 28,043 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 28,943 \\ + 51,278 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 35,998 \\ + 18,924 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 23,847 \\ - 10,563 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 42,744 \\ - 11,820 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 85,867 \\ - 56,154 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 34,592 \\ - 13,827 \\ \hline \end{array}$$

**Add. Subtract to check the sum.**

**13**

$$\begin{array}{r} 18,115 \\ + 24,317 \\ \hline \end{array}$$

**Subtract. Add to check the difference.**

**14**

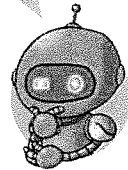
$$\begin{array}{r} 58,491 \\ - 37,845 \\ \hline \end{array}$$

**Solve.**

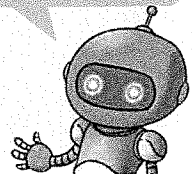
- 15** 13,490 people attended a festival on Saturday. 11,185 people attended on Sunday. How many people attended in all?
- \_\_\_\_\_

- 16** Last year, the zoo sold 32,481 hats and 45,214 T-shirts. How many more T-shirts than hats did the zoo sell?
- \_\_\_\_\_

I'm going to use addition or subtraction.



Look for key phrases. Add when you want to find how many in all.

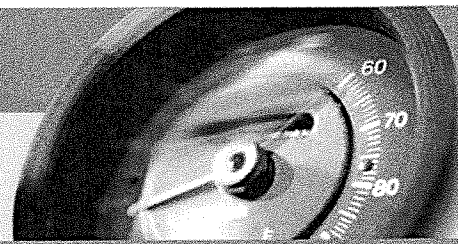


### Check the Reasoning

Rosa wants to find out how many miles in all her family traveled. They flew 2,778 miles. Then they drove 1,035 miles. She wrote her reasoning.

*I subtract 1,035 from 2,778 to find the total number of miles traveled.*

Is Rosa correct? Explain why or why not.



## PROBLEM SOLVING

# 35,000-MILE WARRANTY

### READ

Mr. Reed has a 35,000-mile warranty on his car. He has driven his car 28,479 miles. How many more miles can Mr. Reed drive while the car is under warranty?

### PLAN

- What is the problem asking you to find?

How many more \_\_\_\_\_ Mr. Reed can drive while the car is under warranty.

- What do you need to know to solve the problem?

How many miles does the warranty cover? \_\_\_\_\_

How many miles has Mr. Reed driven the car? \_\_\_\_\_

- How can you solve the problem?

You can use subtraction.

### SOLVE

Write an equation. Let  $m$  = the number of miles Mr. Reed can drive.

$$\underline{35,000} - \underline{28,479} = m$$

Set up the problem vertically. Subtract.

$$\begin{array}{r} 35,000 \\ - 28,479 \\ \hline \end{array}$$

### CHECK

Use addition to check.

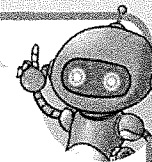
$$\begin{array}{r} 6,521 \\ + 28,479 \\ \hline \end{array}$$

Mr. Reed can drive \_\_\_\_\_ more miles while his car is under warranty.

**PRACTICE**

Use the problem-solving steps to help you.

Be sure to line up the digits by place value.



- 1 A charity received \$39,019 in donations and gave away \$25,318. How much money does the charity have left?

**CHECKLIST**

- READ  
 PLAN  
 SOLVE  
 CHECK

- 2 An office supply store sold 24,738 black pens and 19,392 blue pens. How many pens did it sell in all?

**CHECKLIST**

- READ  
 PLAN  
 SOLVE  
 CHECK

- 3 There are 33,491 students at a college. 24,195 of those students live in the dorms. How many students do not live in the dorms?

**CHECKLIST**

- READ  
 PLAN  
 SOLVE  
 CHECK

Fill in the numbers in the boxes to complete the addition.

$$\begin{array}{r}
 1 \quad 3, \quad 9 \quad 2 \quad 7 \\
 + 2 \quad 5, \quad 0 \quad 4 \quad 1 \\
 \hline
 \square \quad \square \quad \square \quad \square \quad 8
 \end{array}$$

$$\begin{array}{r}
 3 \quad 0, \quad 2 \quad 6 \quad 1 \\
 + 1 \quad 8, \quad 4 \quad 1 \quad 9 \\
 \hline
 \square \quad \square \quad \square \quad \square \quad 0
 \end{array}$$

Fill in the numbers in the boxes to complete the subtraction.

$$\begin{array}{r}
 4 \quad 9, \quad 4 \quad 8 \quad 7 \\
 - 2 \quad 6, \quad 3 \quad 0 \quad 1 \\
 \hline
 \square \quad \square \quad \square \quad \square \quad 6
 \end{array}$$

$$\begin{array}{r}
 5 \quad 2, \quad \overset{5}{\cancel{0}} \quad \overset{17}{\cancel{7}} \quad 9 \\
 - 4 \quad 1, \quad 2 \quad 9 \quad 3 \\
 \hline
 \square \quad \square \quad \square \quad \square \quad 6
 \end{array}$$

Add or subtract.

$$\begin{array}{r}
 5. \quad 39,145 \\
 + 20,412 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 6. \quad 68,588 \\
 - 10,203 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 7. \quad 47,548 \\
 + 12,634 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8. \quad 51,921 \\
 - 40,732 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 9. \quad 36,284 \\
 + 24,325 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 10. \quad 71,892 \\
 - 63,217 \\
 \hline
 \end{array}$$

Use place value to add. Subtract to check the sum.

$$\begin{array}{r}
 11. \quad 10,489 \\
 + 37,110 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 12. \quad 63,192 \\
 + 15,734 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 13. \quad 71,281 \\
 + 16,944 \\
 \hline
 \end{array}$$

Use place value to subtract. Add to check the difference.

$$\begin{array}{r}
 14. \quad 94,785 \\
 - 73,714 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 15. \quad 42,812 \\
 - 10,521 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 16. \quad 58,737 \\
 - 32,489 \\
 \hline
 \end{array}$$

**Choose the best answer.**

17. Which number is 13,409 greater than 12,571?
- A. 838  
B. 25,960  
C. 25,970  
D. 25,980
18. Which number is 41,863 less than 98,675?
- A. 56,212  
B. 56,812  
C. 57,212  
D. 57,812

**Solve.**

19. Mr. Martin's car odometer showed 10,393 miles. Mrs. Martin's car odometer showed 26,481 miles. How many more miles were shown on Mrs. Martin's odometer than on Mr. Martin's odometer?
- \_\_\_\_\_
20. A school held a penny drive. The fourth grade collected 12,085 pennies. The fifth grade collected 11,523 pennies. How many pennies did the two grades collect in all?
- \_\_\_\_\_
21. According to the 2011 Census, the population of Tyler, TX, is 98,564. The population of Vacaville, CA, is 92,428. How much greater is the population of Tyler, TX, than Vacaville, CA?
- \_\_\_\_\_
22. Mrs. King earned \$45,185 last year. She spent \$40,159 and saved the rest. Mrs. King said she saved \$5,036. Is Mrs. King correct? Explain.
- \_\_\_\_\_
- \_\_\_\_\_
23. A clothing store sold 12,842 blue shirts and 13,190 green shirts. The manager said the store sold 25,932 shirts in all. Was the manager correct? Explain.
- \_\_\_\_\_
- \_\_\_\_\_

# 4<sup>th</sup> Science

## Nature of Science

**Standard: SC.4.N.1.3:** Explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and empirical evidence.

*Discover the methods scientists use to solve problems, answer questions, and make discoveries in this interactive tutorial.*

### Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/177553>
2. Start the tutorial: **How Science Works**
3. Complete each practice question.
4. Print the certificate of completion.

**Standard: SC.4.N.1.5:** Compare the methods and results of investigations done by other classmates.

Compare the methods and results various groups have when they search for amphibians in an ephemeral wetland in this interactive tutorial.

### Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/184022>
2. Start the tutorial: **Let's Go Dipnetting!**
3. Complete each practice question.
4. Print the certificate of completion.

**Standard: SC.4.N.1.7:** Recognize and explain that scientists base their explanations on evidence.

*Discover what a virus is, actions that cause viruses like the flu to spread from one person to another, and strategies to decrease the spread of viruses to others.*

### Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/191433>
2. Start the tutorial: **The Flu and You: Part 1**
3. Complete each practice question.
4. Print the certificate of completion.



# 4<sup>th</sup> Science

## Nature of Science

### Interactive Tutorial Lesson:

1. Visit: <https://www.floridastudents.org/PreviewResource/StudentResource/191434>
2. Start the tutorial: **The Flu and You: Part 2**
3. Complete each practice question.
4. Print the certificate of completion.

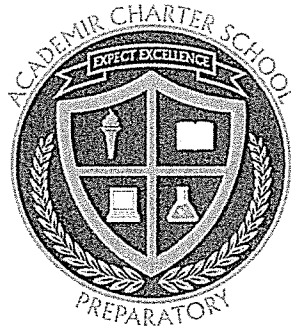
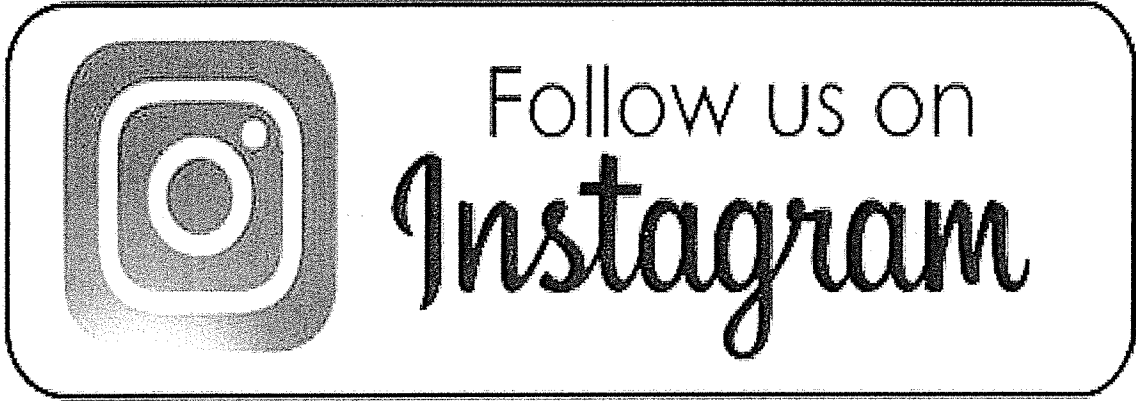
# 4<sup>th</sup> Science

## Nature of Science

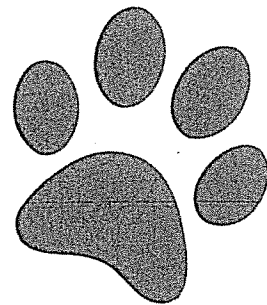
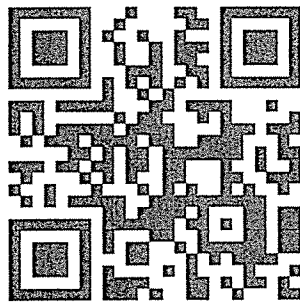
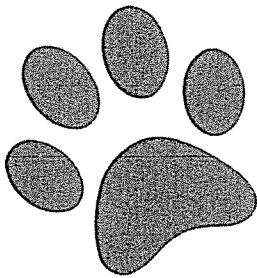
Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Week	Interactive Tutorial Lesson	Date Completed
1	How Science Works	
2	Let's Go Dipnetting!	
3	The Flu and You: Part 1	
4	The Flu and You: Part 2	



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for School Community Engagement

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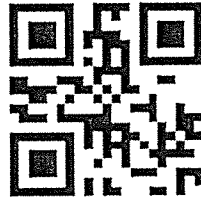
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