



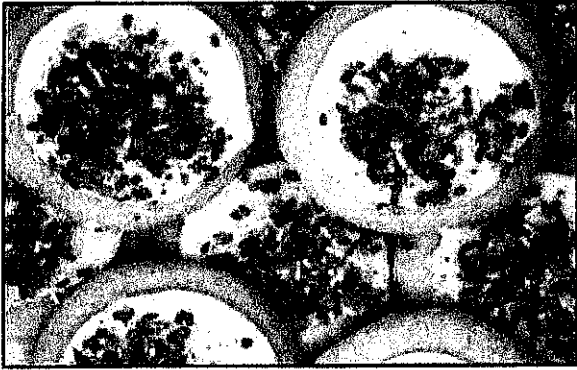
WEBSTER COUNTY SCHOOLS

4th Grade

At-Home Learning Packet

March 23, 2020

THE SUGAR COOKIE CONTEST



Nora's mom and dad owned Sweet Surprises Bakery. It was a small shop. Although it was small, it was becoming famous. Why were they so well known? It was all because of Grandma Maisie's sugar cookie recipe and Grandpa Roberto's famous buttercream recipe. When Nora's parents blended the two together, they had the best cookies in the county!

"Now we have a chance to become known as the best cookies in the state!" Mr. Perez said proudly. He held up a letter.

"What's that, Dad?" Nora asked him.

"We've been invited to the State Bake-Off. Only the best bakers in the state are invited. You can't enter yourself. You have to be nominated. This is a great honor. And if we win, or even get an honorable mention, it will help our business."

"Maybe we will even be able to expand our shop," said Mrs. Perez. "Money might be less tight, and we could hire some part-time help for the bakery." She patted her husband's shoulder.

Nora nodded, her eyes bright. Her parents worked long hours. They did everything by themselves. The only helpers they had were Nora and her older brothers, Charlie and Gary. When they were at school, it was just her mom and dad. That meant her family never went on vacation. They could not go on family trips.

"I hope you win! Is there a prize, or will it just help people know about us?" Charlie asked.

"There are a few prizes. The grand prize is several thousand dollars! Plus, we would be on the news coverage of the competition."

"What can we do to help?" Nora asked excitedly.

"What are you going to enter?" Gary demanded.

"Our sugar cookies! They got us into the contest. We will use them. They are simple, but our customers love them lots! It will honor both of our families. Without them, we wouldn't be getting this invitation," Mr. Perez answered. "Now, about your question, Nora. We do need your help."

Mrs. Perez took over. "Part of the contest is flavor. Part is design. We need a great display. How will we show off our cookies? How will we decorate them so they stand out? We want them to show who we are."

"You want us to design the presentation?" Gary and Charlie asked. "That's huge! It has to be perfect. If not, the judges might not even care about how the cookies taste."

"But we believe in you. You believe in us. We can't do this alone. Your father's father helped us. My mother helped us. Our children help us every day. Of course we want you to help us now. This will be something that really counts!"

"That's what we should do!" Nora exclaimed. "A sugar cookie family tree! But instead of names, we could decorate each cookie to represent the people in our family. Maybe we could show Grandma Maisie's apron and Grandpa Roberto's pipe and sunhat."

"And flags from the countries our families came from!" Charlie shouted.

"Wedding rings for marriages. Famous landmarks to show where we live now!"

Mr. and Mrs. Perez looked at each other. Their mouths were open. "We never would have thought of that. It's perfect. It's so unique. It will tell the story of our family bakery," Mr. Perez beamed.

"I knew we were right to leave this part to you three," Mrs. Perez hugged each of them.

"We're so proud of you."

"We're so proud of you, too, Mom and Dad!" Nora and her brothers said happily.

SUGAR COOKIE CONTEST

RL.1

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. How is Nora related to Mr. Perez?

- Ⓐ She is his sister.
- Ⓑ She is his daughter.
- Ⓒ She is his mother.
- Ⓓ She works for him.

2. Why is the bakery becoming famous?

- Ⓐ sugar cookies
- Ⓑ donuts
- Ⓒ the excited workers
- Ⓓ winning the contest

3. How did The Perez family enter the contest?

- Ⓐ They enter themselves in the contest.
- Ⓑ Another bakery entered them in the contest.
- Ⓒ Nora nominated them.
- Ⓓ Someone nominated them.

4. What caused the Perez family to miss their vacation?

- Ⓐ The kids had school.
- Ⓑ They couldn't decide where to go.
- Ⓒ They couldn't take a day off from work.
- Ⓓ They didn't like to travel.

5. What reason keeps the Perez family from hiring help?

- Ⓐ They couldn't afford it.
- Ⓑ There wasn't room in the bakery.
- Ⓒ They didn't trust anyone.
- Ⓓ They didn't want anyone to steal the recipes.

6. According to the text, what is one thing the Perez family will do if they win?

- Ⓐ move locations
- Ⓑ hire part-time help
- Ⓒ make different cookies
- Ⓓ enter more contests

7. How can you tell the family has a close relationship with one another?

- Ⓐ They include the children on decisions.
- Ⓑ The children help in the bakery.
- Ⓒ The parents are proud of the children.
- Ⓓ All of the above

8. What theme did the Perez Family use to display their sugar cookies?

- Ⓐ rainbow designs
- Ⓑ family history
- Ⓒ cookie platter
- Ⓓ holiday display

9. Which of the following decoration idea was not used as part of the sugar cookie family tree?

- Ⓐ Grandma Maisie's apron
- Ⓑ wedding rings for marriages
- Ⓒ names of people in the family
- Ⓓ flags from different countries represented by family

10. Why did Mr. Perez think the kids' idea was perfect?

- Ⓐ It shows how hard they work.
- Ⓑ It shows how delicious their cookies are.
- Ⓒ It tells the story of the family bakery.
- Ⓓ It will be colorful.

SUGAR COOKIE CONTEST

RL.1

1. If the Perez family does well in the bake off, what do they plan to do with the shop?

2. Who passed down the famous sugar cookie and buttercream recipes?

3. The Sweet Surprise Bakery is invited to compete in which event?

4. Which bakery item will the Perez family enter in the contest?

5. Name one way winning the contest would help the family business.

6. Explain Nora's idea for the design for the contest.

7. How will Nora's idea show the judges what is important to the Perez family?

8. **Personal Connection:** Imagine you had to design something to show what your family members love. Describe the design you would use and tell how it is important.

9. How would winning the competition help the entire Perez family?

10. **Writing Prompt:** Write a sequel to this story! Nora and her family enter the contest. What will happen next? Are there any plot twists? Who will win? Make sure you use paragraph structure.

Introduction: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Conclusion: _____

Answer Keys

The Sugar Cookie Contest

- 1. The Perez family would like to make their store bigger.**
- 2. Grandma Maisie and Grandpa Roberto passed down the recipes.**
- 3. They are invited to compete in a state-wide baking competition.**
- 4. They plan to enter their famous sugar cookies.**
- 5. The family business may expand or they may be able to hire more help.**
- 6. She wants to show a family history and decorate cookies that describe the heritage and personalities of their family members.**
- 7. It will show flags, landmarks, and special items that describe the heritage of her family members and why family is so crucial to their lifestyle and business.**
8. Answers will vary.
9. It might allow them to spend more time together, to have more money, and to take time off together for vacations and family trips.
10. Answers will vary.

Multiple choice

- 1. B**
- 2. A**
- 3. D**
- 4. C**
- 5. A**
- 6. B**
- 7. D**
- 8. B**
- 9. C**
- 10. C**

THE SPICE OF LIFE



A variety of spices in India

"Variety is the spice of life." Have you heard that saying? It means life gets dull if it's always the same. People need new and different things. If you lived in Europe in the 1400s, this saying was literal. Real spices were important. This was especially true for middle and upper classes. Back in the 1400s, there were limited options for foods. Foods from the Americas had not yet been discovered by the Europeans. They didn't have potatoes, corn, or peanuts. They didn't have chocolate or strawberries. That's just to name a few! There were dozens more foods they'd

never heard of. Europeans had a diet without many vegetables, fruits, and starches. They relied on meat. But, there were no freezers. Animals were butchered in the fall. How could they store the meat? They used salt to dry and cure it. Eventually, salted meat lost its appeal. Spices like pepper, clove, and ginger helped the bland food taste better. But where were these spices? They came from distant lands far from Europe.

Explorers and their patrons wanted to find a better route to the spices. They set their sights on the "Spice Islands." These were islands in Indonesia. They also wanted to reach Africa and India. Exotic flavors could be found and brought back to liven up their dinner tables! Of course, there were people living in the places where spices grew. These people knew they had command of the spice trade, so they charged high prices. They knew the Europeans couldn't get the spices any other way. Most traders made the prices so high that only the rich could afford spices. To make matters worse, a series of religious wars shut down the traders' land routes. A sea route had to be found.

This need for spice drove explorers. New ships were built. They could withstand rough waters and long trips. They were called **caravels**. The **astrolabe** was invented. It was a way to chart a course using the sky and stars. Sailors also used the magnetic compass. These were all new tools for navigation.

All of Europe wanted to bring home spices. Portugal led the way. Portugal was a small country. It was relatively poor. But, the Portuguese were rich in knowledge and passion. They poured their knowledge into sea trade and exploration. Two Portuguese explorers were **Bartolomeu Dias** and **Vasco da Gama**. They became the first explorers to set up sea trade routes. They went around the southern tip of Africa. They even made it to India! Without these brave men, the food in Europe would have remained dull and bland. So would life. These sailors found a way to reach exotic lands and chart the open seas. They met new people and learned about different cultures. They learned foreign languages. They left with an appetite for new flavors. They returned with a thirst for knowledge. Their advances sparked a wave of interest in the world. Old tales about sea monsters were laid to rest. Thanks to these men and the wish for variety, Europe entered a golden age of exploration.

THE SPICE OF LIFE

RI.1

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. Who was Vasco de Gama?

- Ⓐ the King of Portugal
- Ⓑ a spice trader
- Ⓒ a Portuguese explorer
- Ⓓ an Indian prince

2. What blocked land routes for spice traders?

- Ⓐ a series of religious wars
- Ⓑ avalanches
- Ⓒ robbers and bandits who charged heavy prices to cross the routes safely
- Ⓓ warring tribes

3. How was meat preserved in the 1400s?

- Ⓐ freezing
- Ⓑ only eating fresh meat
- Ⓒ salting
- Ⓓ picking in brine

4. How is an astrolabe used?

- Ⓐ to carry spices
- Ⓑ to navigate the sea using the sky and stars
- Ⓒ to build ships
- Ⓓ to preserve meat

5. According to the text, caravels were ideal for sea trade because...

- Ⓐ They could withstand rough waters.
- Ⓑ They could make long trips.
- Ⓒ They had large sails.
- Ⓓ Both A and B.

6. What was one spice used to improve the flavors of food in medieval times?

- Ⓐ pepper
- Ⓑ salt
- Ⓒ basil
- Ⓓ parsley

7. Typically, only the upper and middle classes had access to spices. Why?

- Ⓐ Only they had time to take off from work to go to the regions of the world where there were spices.
- Ⓑ Only they had money to buy the expensive spices.
- Ⓒ Only the upper and middle classes had the right to buy spices.
- Ⓓ The markets that carried spices refused to allow poor people or members of the lower class inside to purchase spices.

8. Why was the European diet limited?

- Ⓐ They didn't have many new world crops like potatoes, strawberries, chocolate, etc.
- Ⓑ They had limited access to other cultures and their foods.
- Ⓒ They had limited access to exotic and flavorful spices.
- Ⓓ All of the above

9. What two regions are specifically mentioned in the passage as destinations for explorers seeking spices?

- Ⓐ Portugal and Africa
- Ⓑ India and Portugal
- Ⓒ Africa and India
- Ⓓ Pakistan and Africa

10. According to the article, what else did traders bring back to Europe besides spices?

- Ⓐ knowledge of the sea and new cultures
- Ⓑ rare animals like tigers and elephants
- Ⓒ knowledge on how to cure meat
- Ⓓ potatoes and corn

THE SPICE OF LIFE

RI.1

1. What sparked an interest in sea exploration?

2. Choose one invention from the article and explain how sea trade sparked the idea.

3. Why were spices particularly useful for the European diet?

4. How are religious wars related to the need for sea exploration?

5. Other than making spices more available, what other impact did sea exploration have on the world?

6. Which country was a strong participant in developing sea trade routes? Why was that surprising?

7. Explain why the Europeans used salt on butchered meat?

8. What caused spices to become too expensive for most people?

9. Describe the sea route Portuguese explorers took to discover India.

10. **Writing Prompt:** Why is this article called *The Spice of Life*? Use information from the text to support your paper.

Introduction: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Conclusion: _____

The Spice of Life




1. The desire to find an easily accessible and affordable way to get spices sparked this desire.
2. Students may mention the caravel or astrolabe. Caravel- new ships. Astrolabe- a way to chart the course using the sky and stars.
3. The European diet lacked a lot of the foods that only grew in the Americas, because that area hadn't been discovered by Europeans yet. They had a diet that relied heavily on meat, then preserved meat, which could get boring and bland. Spices made the meat flavorful and more inviting to eat.
4. Religious wars cut off the overland trade route that Europeans depended on. This meant that they needed a sea route.
5. The sea exploration led people to new languages, cultures, and places. It helped debunk old myths about the sea and sea monsters. New charting methods helped explorers feel more confident in trying to reach new places. Besides finding spices, the Europeans found entire new civilizations.
6. Portugal was a leader in exploration, which was somewhat surprising since it was smaller and poorer than many of the other European countries. It can be inferred that the other European countries would have been the more expected choice to pursue sea trade, but Portugal was the country that actually did it.
7. The Europeans used salt on butchered meat so they could store it without a freezer.
8. Spices were so expensive for multiple reasons. One reason was the amount of travel and work involved in getting them back to the European markets (inferred). The other reason is that since the Europeans couldn't grow these spices themselves, they had to rely on the spice traders. The spice traders knew this. Most of them charged prices that were high, because they knew the Europeans wouldn't have anywhere else to get spices.
9. The Portuguese explorers found a route to India around the southern tip of Africa.
10. Answers will vary. Students can include the importance of spices and how it is related to keeping life from being dull.

Multiple choice

1. C
2. A
3. C
4. B
5. D
6. A
7. B
8. D
9. C
10. A

Daily Math Review for 4th Grade

Week 1

| | | |
|------------------|--|---|
| Monday | <p>If you know $30 = 6 \times 5$, then 30 is 6 times as many as _____.</p> | <p>Find the perimeter of the rectangle.</p>  <p>_____</p> |
| | <p>Round to the nearest ten thousand: 24,305</p> <p>_____</p> | <p>Solve:</p> $\begin{array}{r} 857 \\ + 195 \\ \hline \end{array}$ |
| Tuesday | <p>Anna read 5 books. If her brother read 3 times as many books, how many did he read?</p> | <p>Circle the name of this geometric figure:</p>  <p>ray point line segment</p> |
| | <p>Circle each fraction that is equivalent to one half.</p> <p>$\frac{3}{5}$ $\frac{4}{8}$ $\frac{8}{8}$ $\frac{5}{10}$</p> | <p>Solve: $24 \times 8 = \underline{\hspace{2cm}}$</p> |
| Wednesday | <p>Amber needs \$20 to buy a new game. She has already saved \$5. If she earns \$5 every week she mows the lawn, how many more weeks does she need to work to meet her goal?</p> | <p>Circle all shapes that contain at least one right angle:</p>  |
| | <p>Compare using $<$, $>$, or $=$.</p> <p>$\frac{3}{8}$ _____ $\frac{4}{8}$</p> | <p>Solve: $82 \div 9 = \underline{\hspace{2cm}}$</p> |

Name _____

Date _____

Daily Math Review for 4th Grade**Week 1****Thursday**

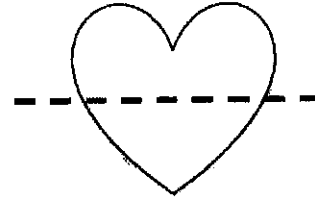
Solve:

$20 \times 100 = \underline{\hspace{2cm}}$

$300 \times 10 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

Is this a line of symmetry? _____



1 foot = 12 inches, therefore:

2 feet = _____ inches

4 feet = _____ inches

Fill in the blanks to complete the equation:

$$\frac{3}{8} = \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{1}}{\boxed{8}}$$

Friday

Write this number in standard form:

$3,000 + 400 + 80 + 2$

List the first 5 multiples of 2.

Davey ran 3 miles every day. If he ran 8 days in a row, how many miles did he run?

Continue this pattern that follows the rule add 4.

2, 6, _____, _____, _____

Extra Work Space

Name _____

Date _____

4th Grade Math Review

Place Value and Operations with Whole Numbers, Fractions and Decimals

Round to the place of the underlined digit

1. 659,812 _____

2. 983,211 _____

3. 54,203 _____

4. 111,769 _____

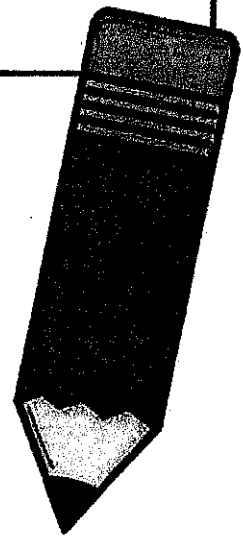
5. 89,342 _____

Andrew has 54 marbles. This is 9 times the amount that Mason has. How many marbles does Mason have?

Find the sum or difference.

$\frac{3}{4} + \frac{1}{4} =$ _____ $1 - \frac{8}{10} =$ _____

$\frac{5}{6} - \frac{3}{6} =$ _____ $\frac{2}{8} + \frac{7}{8} =$ _____



It takes 72 blocks to build a racecar. Jayden is building 3 racecars. How many blocks will he need?

Name: _____

Date: _____

Practice Multiplication**Koala Bear**

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| 9x8 | 6x8 | 6x3 | 8x2 | 3x9 | 8x6 | 5x10 | 6x9 | 8x7 | 7x7 | 7x8 | 10x5 | 8x6 | 7x7 | 8x4 | 7x1 | 1x3 | 7x7 | 10x7 |
| 8x7 | 1x9 | 3x4 | 1x9 | 8x3 | 4x8 | 7x4 | 5x5 | 7x5 | 4x7 | 6x4 | 4x10 | 7x4 | 8x4 | 8x4 | 7x2 | 1x8 | 2x6 | 7x7 |
| 6x9 | 6x1 | 5x1 | 3x1 | 4x6 | 3x9 | 3x10 | 4x10 | 5x7 | 4x7 | 5x5 | 4x6 | 4x6 | 10x4 | 7x3 | 3x5 | 4x4 | 2x9 | 7x8 |
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| 10x7 | 9x7 | 8x8 | 6x7 | 9x4 | 4x6 | 3x10 | 4x9 | 8x7 | 10x5 | 6x7 | 5x8 | 3x9 | 9x4 | 7x3 | 7x8 | 9x8 | 9x9 | 7x9 |
| 10x9 | 10x7 | 9x10 | 9x6 | 8x3 | 6x4 | 7x4 | 6x6 | 7x8 | 7x8 | 7x6 | 4x9 | 3x8 | 4x7 | 6x4 | 6x8 | 10x7 | 8x9 | 9x8 |
| 9x10 | 7x9 | 9x7 | 6x7 | 8x7 | 6x5 | 4x8 | 7x3 | 2x4 | 6x3 | 1x2 | 8x4 | 4x8 | 4x7 | 8x4 | 10x6 | 10x9 | 8x8 | 8x9 |
| 7x9 | 9x7 | 8x9 | 8x9 | 10x6 | 6x7 | 5x10 | 6x8 | 2x4 | 1x7 | 1x8 | 9x5 | 7x6 | 6x9 | 6x9 | 9x9 | 9x9 | 10x9 | 10x8 |
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| 10x7 | 10x7 | 5x10 | 7x4 | 3x9 | 5x1 | 9x2 | 4x3 | 3x4 | 1x1 | 6x1 | 9x1 | 2x1 | 1x9 | 9x4 | 3x7 | 6x9 | 8x9 | 7x10 |
| 9x10 | 7x7 | 4x6 | 3x8 | 4x7 | 7x3 | 9x3 | 2x10 | 4x2 | 1x1 | 2x3 | 1x5 | 4x10 | 3x7 | 4x8 | 6x4 | 5x6 | 7x7 | 8x9 |
| 10x6 | 5x6 | 4x6 | 3x9 | 9x6 | 4x9 | 9x3 | 2x2 | 2x2 | 7x2 | 4x4 | 2x7 | 3x8 | 6x5 | 9x5 | 6x6 | 4x6 | 3x9 | 7x7 |
| 8x6 | 9x4 | 7x3 | 3x9 | 2x3 | 8x6 | 8x3 | 4x1 | 2x1 | 5x1 | 7x1 | 4x4 | 6x4 | 7x7 | 5x3 | 3x10 | 5x7 | 10x4 | 10x6 |
| 7x7 | 8x5 | 5x6 | 5x7 | 6x3 | 8x6 | 9x2 | 5x2 | 1x1 | 2x10 | 5x2 | 3x2 | 1x7 | 6x8 | 3x3 | 4x10 | 4x10 | 8x3 | 5x9 |
| 8x6 | 7x7 | 6x4 | 9x4 | 3x6 | 10x6 | 8x1 | 1x8 | 3x1 | 1x8 | 2x3 | 5x2 | 1x1 | 9x5 | 2x9 | 9x3 | 7x3 | 6x9 | 6x7 |

Key:

| | |
|--------|------------|
| 1-20 | Light Gray |
| 21-40 | Dark Gray |
| 41-60 | Black |
| 61-100 | Blue |

DAILY MATH CHOICES

1-6 Facts

Just roll the dice and add the digits together!

1-6 Doubles

Roll 1 die. Write that number in *both* boxes.

10's Partners

Roll 1 die and write that number in the first box. Write the "+ partner" number that will make the number sentence equal to 10 in the second box. Write 10 in the answer box.

5-10 Doubles

Roll 1 die. Write that number in *both* boxes.

5-10 Doubles +1

Roll 1 die and write that number in the first box. In your head, add 1 to the number in the first box. Write *that* number in the second box.

(1-6) + (5-10)

Just roll the dice and add the digits together!

(5-10) + (5-10)

Just roll the dice and add the digits together!

+10

Roll 1 die and write that number in the first box. Write 10 in the second box.

+9

Roll 1 die and write that number in the first box. Write 9 in the second box.

100's Partners

Roll 1 die and make it a 2-digit number by putting a 0 in the "ones" place and writing it in the first box (roll a "4," write "40"). Write the "+ partner" number that will make the number sentence equal to 100 in the second box. Write 100 in the answer box.

(1-6) x (1-6)

Just roll the dice and multiply the digits!

(1-6) x (5-10)

Just roll the dice and multiply the digits!

(5-10) x (5-10)

Just roll the dice and multiply the digits!

DAILY MATH

DIRECTIONS: How many math problems can you solve in 5 minutes?

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