

**Grade 4**  
**Family Resource Bundle**

## Grade 4

### ANSWER KEY Text #1 Sometimes a Dream Needs a Push

by Walter Dean Myers 2007

#### 1. RL.KID.2

PART A: Which of the following identifies the theme of the text?

- A. **Obstacles arise in life, but that doesn't mean a person should give up on what they want.**
- B. When a tragedy occurs, we should allow people to grieve in different ways.
- C. Overcoming life's difficulties will always make a person stronger.
- D. Children cannot succeed without the support of their family.

#### 2. RL.KID.1

PART B: Which detail from the text best supports the answer to Part A?

- A. "There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again." (Paragraph 2)
- B. "He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right." (Paragraph 31)
- C. "Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby." (Paragraph 50)
- D. **"Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league." (Paragraph 62)**

#### 3. RL.CS.4

What does Chris' mother mean when she tells Chris that his dad is "chewing up his words to see how they taste before he lets them out"? (Paragraph 7).

- A. That Chris' dad wants to make sure he is clear.
- B. That Chris' dad is trying not to be mean.
- C. **That Chris' dad is deciding what to say.**
- D. That Chris' dad doesn't like what he's about to say.

#### 4. RL.CS.5

How does the scene where Jim uses a wheelchair contribute to the text (Paragraph 39)?

- A. **He is able to better understand Chris' experience in a wheelchair.**
- B. He realizes he isn't as good of a basketball player from the wheelchair.
- C. He understands Chris' frustration playing basketball in a wheelchair.
- D. He feels guilty for not working with Chris' basketball team sooner.

#### 5. RL.KID.3

How does Chris' dad's attitude gradually change throughout the text?

1. Answers will vary; students should discuss how Chris' dad becomes very withdrawn from his son's life after the accident. Chris' mom reveals "[s]ometimes I think he blames himself... [w]henver he sees you in the wheelchair he wants to put it out of his mind" (Paragraph 4). This quote emphasizes the negative association Chris' dad has with his wheelchair. Chris' dad's attitude continues to be negative when Chris expresses interest in joining a wheelchair basketball team. Rather than offer his support, as Chris' mother does, Chris' father, "just looked at me and mumbled something under his breath" (Paragraph 7). However, Chris' dad's attitude begins to shift after they watch a wheelchair basketball game. He becomes more invested in the sport and the idea of supporting Chris, even revealing that he will be attending practice in paragraph 28. Additionally, Chris' dad remains optimistic when Chris' team appears to be outmatched by Madison, stating, "I think they played okay... We can catch up" (Paragraph 59). The positivity that Chris' dad demonstrates and his association with wheelchair basketball differs greatly from his initial withdrawal and disinterest.

## ANSWER KEY Text #2 Reaching New Heights

by Marjorie Flintom 2017

### 1. RI.KID.2

PART A: What is the central idea of the text?

- A. Villanueva's experiences taught him that skills are more important than looks.
- B. It's important not to care about what other people think or say about you.
- C. People often don't accept people that they think are different from them.
- D. Villanueva overcame obstacles in his life to become a successful athlete and help others.**

### 2. RI.KID.1

PART B: Which detail from the text best supports the answer to Part A?

- A. "Before games, Villanueva takes time to meet his Angels, kids who have alopecia. He signs autographs and poses for photographs." (Paragraph 5)
- B. "With both hair loss and the extraordinary height of 6 feet 11 inches, Villanueva thought of himself as a 'freak of nature.'" (Paragraph 9)
- C. "I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well." (Paragraph 10)**
- D. "Basketball is about more than just putting a ball in a hoop," he says. "It's about teamwork and discipline." (Paragraph 13)

### 3. RI.CS.4

In paragraph 2, what does the author mean when she describes Villanueva's career as a "slam dunk"?

- A. His career is extremely successful.
- B. His career relies on his slam dunks.
- C. His career took a lot of work.
- D. His career developed suddenly.

#### 4. RI.KID.3

Why does Villanueva meet with kids who have alopecia?

- A. He feels bad for kids with the skin disease.
- B. He understands what they're going through and wants to help.
- C. He wants to help find a cure for alopecia for the kids.
- D. He wants them to develop a love for basketball like he did.

#### 5. RI.KID.3

How does the text help readers understand the connection between challenges in life and later success?

1. Answers will vary; students should discuss how Charlie Villanueva turned his frustration with his hair loss into motivation to improve at basketball. When Villanueva was growing up, he encountered several challenges because of his skin disease. For example, "Other kids called him hurtful names" (Paragraph 7). However, after Villanueva grew several inches, he decided to focus on basketball, saying, "I learned to flip my frustration and stress into motivation on the court to the point where kids weren't looking at me as a kid with a condition but as a kid that could play the game of basketball really well" (Paragraph 10). Rather than allowing the negative treatment he received for his skin disease get him down, Villanueva focused on succeeding in basketball. Because of how Villanueva handled the challenges he faced in life, he became a professional basketball player and is inspiring other kids with the same disease.

### Related Media Links and Descriptions

#### Related Media #1: [Inside the Story: Wheelchair Basketball Champs](#)

*This video explores a nationally ranked team in the Junior Wheelchair Basketball League. 3:34*

#### Related Media #2: [Charlie Villanueva: Supporting Kids with Alopecia](#)

*Show this video to students to provide them with additional information about Charlie Villanueva and his experiences with alopecia. 4:51*

Use a strategy of your choice to solve each problem.

- 1** The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are 20 fiction books on the shelf.

- 2** Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs 12 laps.

- 3** Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has 18 colored pencils.

- 4** Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws 21 comics in May.

- 5** Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used 32 tomatoes to make sauce.

- 6** There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are 49 apple trees.

- 7** There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are 54 cars in the parking lot.

- 8** There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are 72 paintings at the art show.

- 9** Write and solve a word problem for this equation:  $5 \times 6 = ?$

**Answers will vary. Possible answer: There are 6 brown hens. There are 5 times as many white hens as brown hens. How many white hens are there? There are 30 white hens.**

**Find the product.**

**1**  $500 \times 4 = \underline{2,000}$

$501 \times 4 = \underline{2,004}$

$506 \times 4 = \underline{2,024}$

**2**  $300 \times 2 = \underline{600}$

$299 \times 2 = \underline{598}$

$298 \times 2 = \underline{596}$

**3**  $400 \times 3 = \underline{1,200}$

$405 \times 3 = \underline{1,215}$

$410 \times 3 = \underline{1,230}$

**4**  $499 \times 6 = \underline{2,994}$

**5**  $706 \times 3 = \underline{2,118}$

**6**  $195 \times 5 = \underline{975}$

- 7** What pattern do you notice in problem 2? How could it help you solve a problem such as  $297 \times 2$ ?

**Answers will vary. Possible answer:** Each product is 2 less than the previous product. As one factor decreases by 1, the product decreases by  $2 \times 1$ , or 2. To find  $297 \times 2$ , you could multiply  $300 \times 2 = 600$ , then subtract  $3 \times 2$  from the product. You subtract  $3 \times 2$  because 297 is 3 less than 300.

- 8** Choose problem 4, 5, or 6. Explain how you could check your answer.

**Answers will vary.**

# Lesson 1

## Sprint

### Side A

1. 20	12. 70	23. 10	34. 8
2. 30	13. 80	24. 2	35. 7
3. 40	14. 90	25. 3	36. 9
4. 50	15. 100	26. 10	37. 6
5. 10	16. 8	27. 5	38. 8
6. 2	17. 7	28. 1	39. 110
7. 3	18. 9	29. 2	40. 11
8. 5	19. 6	30. 3	41. 3
9. 1	20. 10	31. 6	42. 12
10. 4	21. 5	32. 7	43. 140
11. 60	22. 1	33. 9	44. 14

### Side B

1. 10	12. 60	23. 2	34. 7
2. 20	13. 70	24. 10	35. 8
3. 30	14. 80	25. 3	36. 9
4. 40	15. 90	26. 2	37. 6
5. 50	16. 7	27. 1	38. 7
6. 3	17. 6	28. 10	39. 110
7. 2	18. 8	29. 5	40. 11
8. 4	19. 10	30. 3	41. 120
9. 1	20. 9	31. 3	42. 12
10. 5	21. 1	32. 4	43. 130
11. 100	22. 5	33. 9	44. 13

## Multiplying a Four-Digit Number by a One-Digit Number

## Teacher Packet

**Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.**

**1**  $8,491 \times 2 =$  \_\_\_\_\_

**2**  $6,148 \times 4 =$  24,592

**3**  $7,062 \times 5 =$  \_\_\_\_\_

**4**  $4,362 \times 5 =$  21,810

**5**  $1,789 \times 8 =$  \_\_\_\_\_

**6**  $2,206 \times 9 =$  19,854

**7**  $7,218 \times 4 =$  28,872

**8**  $9,821 \times 3 =$  29,463

**9**  $4,762 \times 6 =$  28,572

**10**  $6,739 \times 6 =$  \_\_\_\_\_

**11**  $7,964 \times 4 =$  31,856

**12**  $3,618 \times 7 =$  25,326

**13** What strategies did you use to solve the problems? Explain.

**Answers will vary. Possible answer: I rounded the greater number to the nearest thousand to estimate the product. Then I used place value to multiply.**



Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
$14 \times 17$	<div> <del>2,380</del>  238 </div> <div>Estimate: <math>14 \times 20 = 280</math></div>
$15 \times 19$	<div>285</div> <div>Estimate: <math>15 \times 20 = 300</math></div>
$21 \times 18$	<div> <del>3,078</del>  378 </div> <div>Estimate: <math>20 \times 18 = 360</math></div>
$16 \times 13$	<div> <del>28</del>  208 </div> <div>Estimate: <math>16 \times 10 = 160</math></div>

### Multiplication Problems

### Student Answers

$13 \times 31$

403

**Estimate:  $13 \times 30 = 390$**

$18 \times 17$

~~3,056~~  
306

**Estimate:  $20 \times 20 = 400$**

$21 \times 15$

~~3,015~~  
315

**Estimate:  $20 \times 15 = 300$**

$12 \times 22$

~~2,604~~  
264

**Estimate:  $12 \times 20 = 240$**

**1** How does estimating a multiplication problem help you know if an answer is reasonable?

**Answers will vary. Possible answer: If the answer is much greater or much less than the estimate, it tells you to check your work.**

## Lesson 3

### Sprint

#### Side A

1. 3	12. 21	23. 30	34. 27
2. 3	13. 21	24. 27	35. 12
3. 6	14. 24	25. 12	36. 9
4. 6	15. 24	26. 24	37. 6
5. 9	16. 27	27. 15	38. 21
6. 12	17. 27	28. 21	39. 24
7. 12	18. 30	29. 18	40. 33
8. 15	19. 30	30. 30	41. 33
9. 15	20. 9	31. 15	42. 36
10. 18	21. 3	32. 18	43. 39
11. 18	22. 6	33. 3	44. 39

#### Side B

1. 3	12. 21	23. 27	34. 12
2. 3	13. 21	24. 9	35. 27
3. 6	14. 24	25. 24	36. 6
4. 6	15. 24	26. 12	37. 21
5. 9	16. 27	27. 21	38. 9
6. 12	17. 27	28. 15	39. 24
7. 12	18. 30	29. 18	40. 33
8. 15	19. 30	30. 15	41. 33
9. 15	20. 3	31. 30	42. 39
10. 18	21. 30	32. 3	43. 39
11. 18	22. 6	33. 18	44. 36

# 4.NBT Thousands and Millions of Fourth Graders

Alignments to Content Standards: 4.NBT.A.1 4.OA.A.1 4.NBT.B.5

## Task

There are almost 40 thousand fourth graders in Mississippi and almost 400 thousand fourth graders in Texas. There are almost 4 million fourth graders in the United States.

We write 4 million as 4,000,000. How many times more fourth graders are there in Texas than in Mississippi? How many times more fourth graders are there in the United States than in Texas? Use the approximate populations listed above to solve.

There are about 4 thousand fourth graders in Washington, D.C. How many times more fourth graders are there in the United States than in Washington, D.C.?

[Edit this solution](#)

## Solution

We write 4 thousand as 4,000

We write 40 thousand as 40,000

We write 400 thousand as 400,000

The value of each place is ten times the value of the place immediately to the right.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	
		x10	4	0	0	0	Wash., D.C.
	x10	4	0	0	0	0	Mississippi
x10	4	0	0	0	0	0	Texas
4	0	0	0	0	0	0	United States

So:

40,000 is 10 times 4,000

400,000 is 10 times 40,000.

4,000,000 is 10 times 400,000.

Thus,  $400,000 = 10 \times 40,000$ , and there are about 10 times as many fourth graders in Texas as there are in Mississippi.

Also,  $4,000,000 = 10 \times 400,000$ , and there are about 10 times as many fourth graders in the US as there are in Texas.

Finally, to go from 4,000 to 4,000,000, we have to multiply by 10 three times. We see that

$$10 \times 10 \times 10 = 10 \times 100 = 1000$$

So there are about 1,000 times as many fourth graders in the US as there are in Washington DC.















