







## Types of bird bills

Bill shape	Example	Illustration
small, thick, conical-shaped for cracking seeds	finch, cardinal	
long and slender for reaching into flowers and sucking nectar	hummingbird	
flat with a straining mechanism at the edges for catching small food items	duck, goose	
straight and slim for eating insect or plant matter	blackbird, chickadee, robin	
sharp, sturdy, and hooked for tearing flesh	owl, eagle, hawk	
spear-shaped for fishing	kingfisher, heron	

## Chart: Making inferences while reading a story

Student name: \_\_\_\_\_

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

Book/Chapter title: \_\_\_\_\_

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

### Making Inferences While Reading a Story

Your book or chapter contains story clues. A story clue is when an author provides a clue about how a character is feeling and does not actually say how the character is feeling. For example, “Zara’s eyes turned smoky” is a clue an author might give to how a girl named Zara is feeling in a story. Is Zara angry or sad? The author leaves the reader to fill in the gap, making an inference or conclusion based on what the reader knows about the story and about how people usually behave. Making an inference also allows a reader to make a prediction, a guess about what might happen next in a story.

Find three story clues in the book or chapter you are reading. Write the story clue in the left-hand column. For each story clue, write a sentence about two things: what you know from reading the story and what inference you can make about the character’s feelings. Something to think about for your own writing: After reading this author’s story clues and making an inference, could you have predicted what actually happened next in the story?

**Story clue**

**What I know from the story**

**The inference I make**

# Squares

$49 = \underline{\quad} 7^2$        $100 = \underline{\quad}$        $250,000 = \underline{\quad}$

$16 = \underline{\quad}$        $6,400 = \underline{\quad}$        $90,000 = \underline{\quad}$

$81 = \underline{\quad}$        $2,500 = \underline{\quad}$        $360,000 = \underline{\quad}$

$9 = \underline{\quad}$        $900 = \underline{\quad}$        $160,000 = \underline{\quad}$

$25 = \underline{\quad}$        $3,600 = \underline{\quad}$        $810,000 = \underline{\quad}$

$4 = \underline{\quad}$        $400 = \underline{\quad}$        $10,000 = \underline{\quad}$

$64 = \underline{\quad}$        $1,600 = \underline{\quad}$        $40,000 = \underline{\quad}$

$36 = \underline{\quad}$        $8,100 = \underline{\quad}$        $490,000 = \underline{\quad}$

$1 = \underline{\quad}$        $4,900 = \underline{\quad}$        $640,000 = \underline{\quad}$

# Squares

$$49 = \underline{7}^2$$

$$100 = \underline{10}^2$$

$$250,000 = \underline{500}^2$$

$$16 = \underline{4}^2$$

$$6,400 = \underline{80}^2$$

$$90,000 = \underline{300}^2$$

$$81 = \underline{9}^2$$

$$2,500 = \underline{50}^2$$

$$360,000 = \underline{600}^2$$

$$9 = \underline{3}^2$$

$$900 = \underline{30}^2$$

$$160,000 = \underline{400}^2$$

$$25 = \underline{5}^2$$

$$3,600 = \underline{60}^2$$

$$810,000 = \underline{900}^2$$

$$4 = \underline{2}^2$$

$$400 = \underline{20}^2$$

$$10,000 = \underline{100}^2$$

$$64 = \underline{8}^2$$

$$1,600 = \underline{40}^2$$

$$40,000 = \underline{200}^2$$

$$36 = \underline{6}^2$$

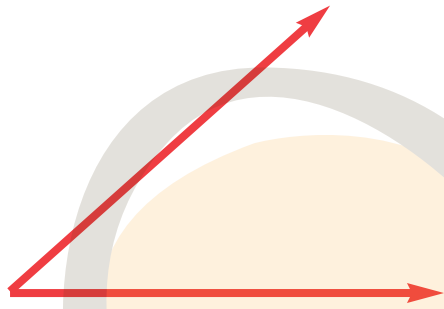
$$8,100 = \underline{90}^2$$

$$490,000 = \underline{700}^2$$

$$1 = \underline{1}^2$$

$$4,900 = \underline{70}^2$$

$$640,000 = \underline{800}^2$$



sides of an angle

The sides of an angle are the two rays that form the angle.

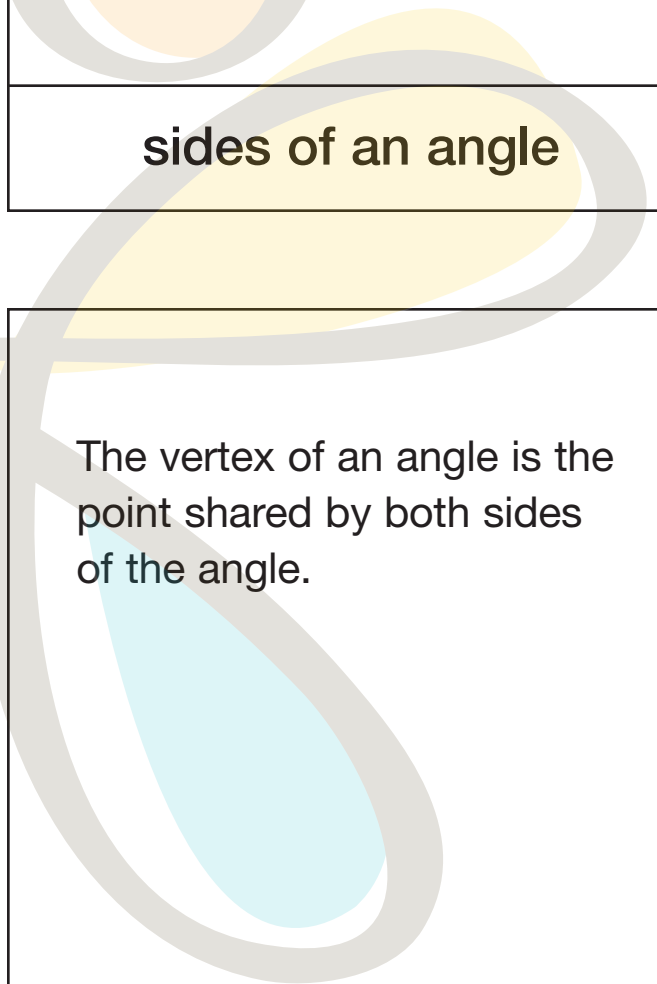


sides of an angle



vertex of an angle

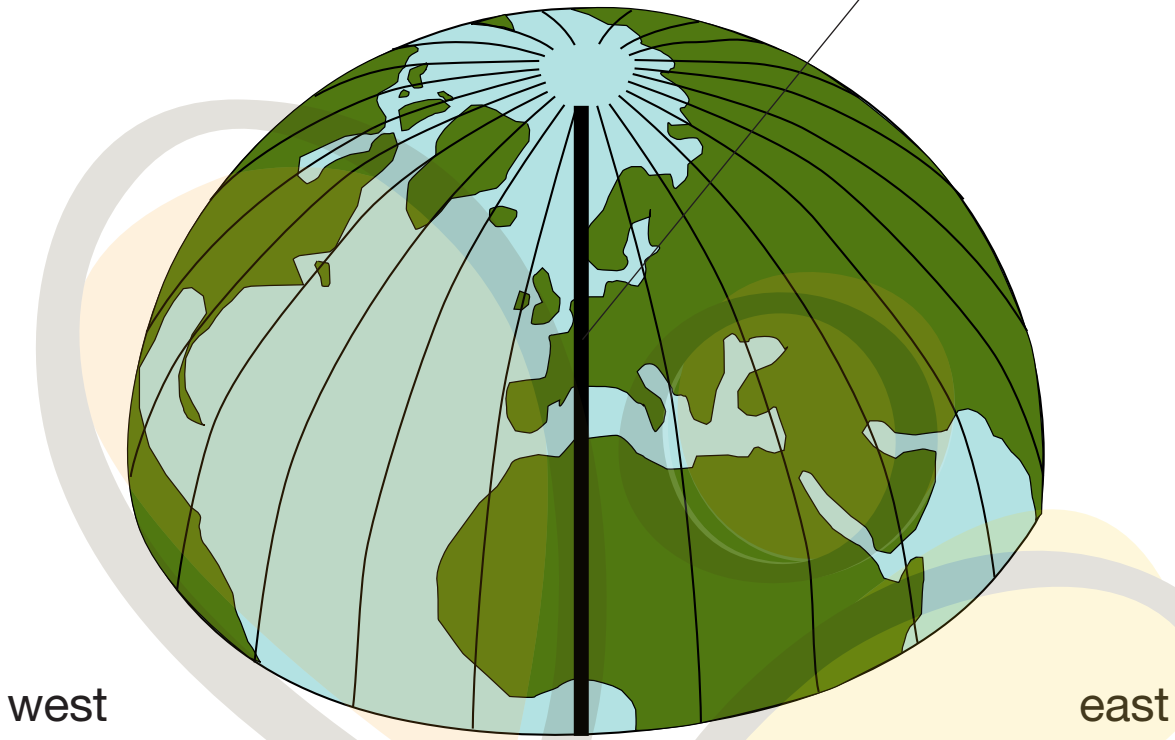
The vertex of an angle is the point shared by both sides of the angle.



vertex of an angle

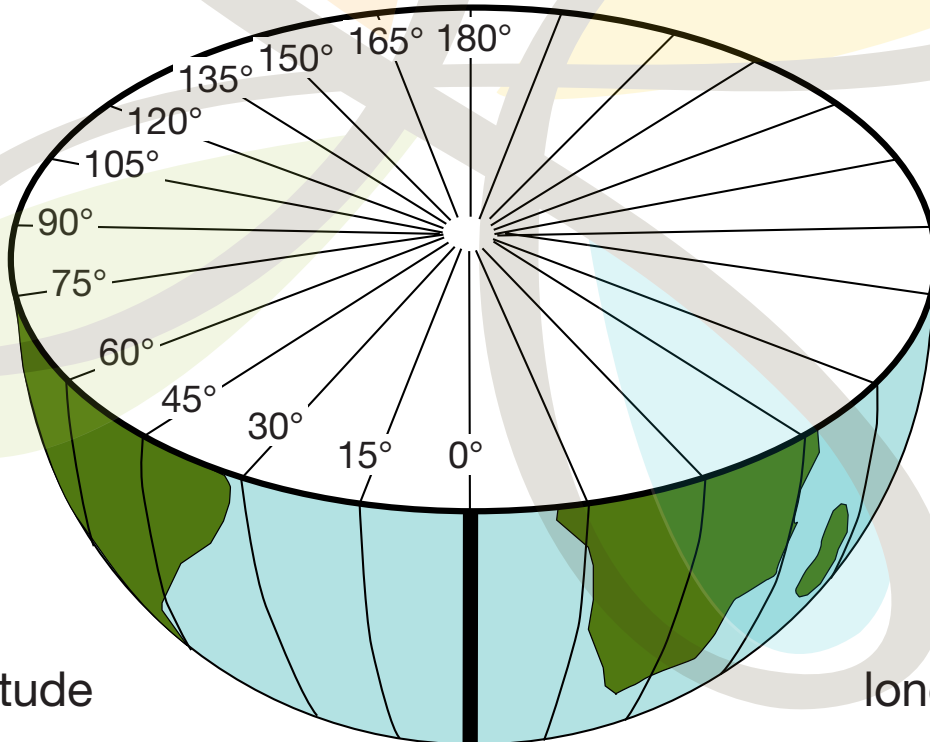
North Pole

prime meridian



west

east

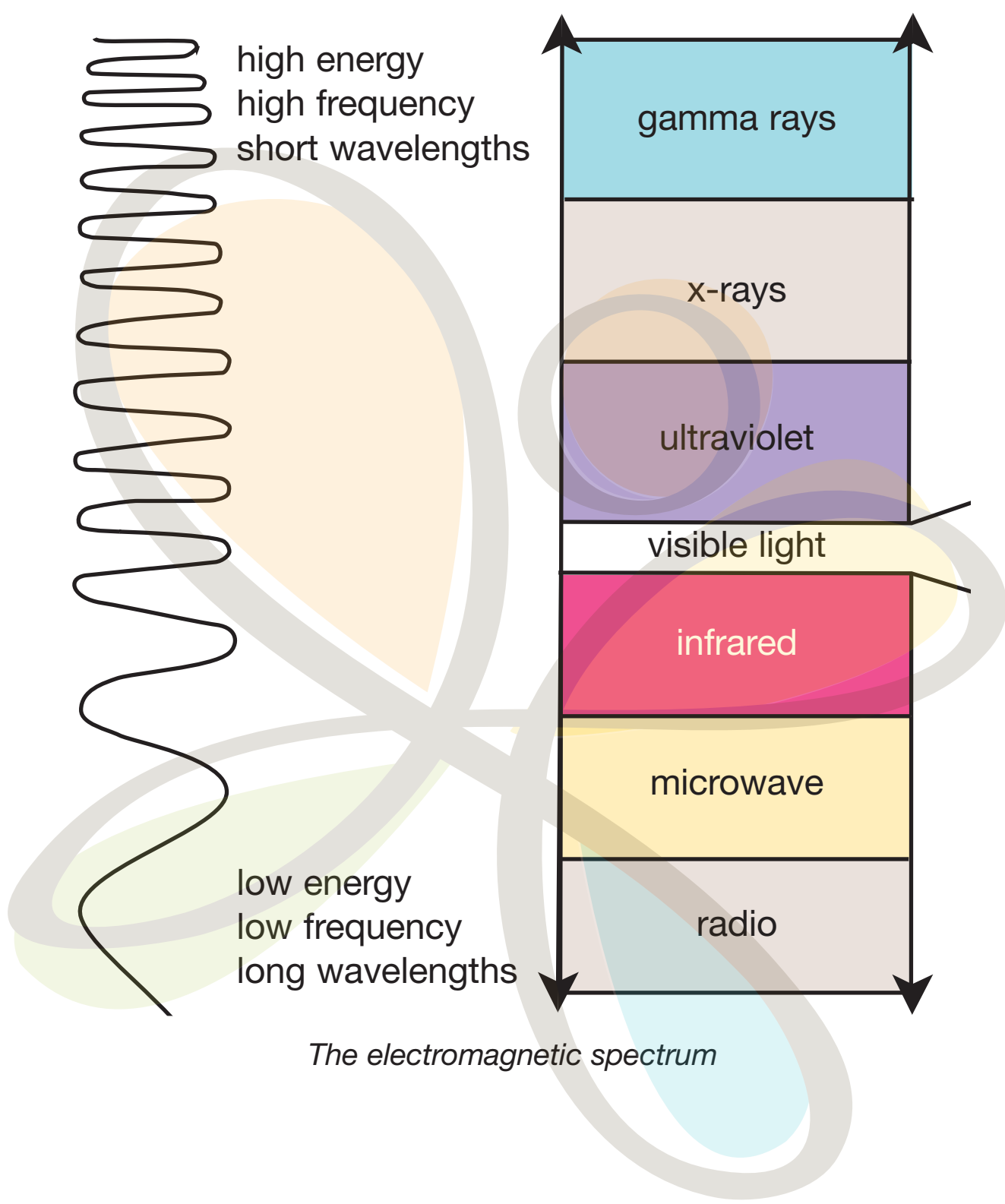


west longitude

east longitude

South Pole

*Meridians of longitude*



# COMMON CORE: GRADE 4 MATH: OPERATIONS AND ALGEBRAIC THINKING

MATH

ACTIVITIES IN NAMC MONTESSORI MANUALS

## USES THE FOUR OPERATIONS WITH WHOLE NUMBERS TO SOLVE PROBLEMS

### CCSS.Math.Content.4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

- UE Math 1: Multiplying by 1-Digit Numbers on the Checkerboard
- UE Math 1: Multiplying 4-Digit Numbers by 2-Digit Numbers on the Checkerboard
- UE Math 1: Multiplying 7-Digit Numbers by 2-Digit Numbers on the Checkerboard
- UE Math 1: Multiplying a 4-Digit Number by a 2-Digit Numbers Using the Flat Bead Frame
- UE Math 1: Multiplying a 4-Digit Number by a 2-Digit Multiplier Using the Bank Game
- UE Math 1: Using Colored Bead Bars to Find Missing Factors
- UE Math 1: Performing Category Multiplication on the Checkerboard
- UE Math 1: Performing Category Multiplication with Mentally Adding Products in Each Category
- UE Math 1: Performing Category Multiplication with Mentally Adding Products with Mental Exchanging
- UE Math 1: Multiplying up to 7 Digits by 1 Digit Without the Checkerboard
- UE Math 1: Multiplying 2 Digits by 2 Digits Without the Checkerboard
- UE Math 1: Multiplying 7 Digits by 2 Digits Without the Multiplication Checkerboard

### CCSS.Math.Content.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

- UE Math 1: Using Colored Bead Bars to Find Missing Factors



Language Arts Activities	Common Core	Presented (Date)	Practicing (Date)	Mastered (Date)	Notes/Observations
Language Arts 1: Grammar continued					
Analyzing Simple Sentences Using Sentence Analysis Chart A					
Analyzing Clauses Using Sentence Analysis Chart B					
Language Arts 2: Reading and Literature					
Identifying the Elements of a Plot					
Creating a Chain of Events					
Collecting Information About a Character					
Making Inferences While Reading a Story					
Making Inferences and Predictions Before Reading a Book					
Reading a Play					
Exploring How a Biographer Can Interpret a Subject					