

Calhoun County Schools  
Arnoldsburg Elementary School  
“Non-Traditional Instructional Day”

4<sup>th</sup> Grade



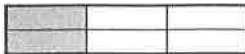

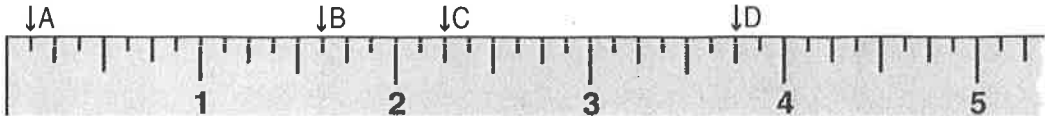
Day 4

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

Instructions: Please complete one day at a time.  
You may return all five days completed, or one day  
at a time as you finish them.

Name \_\_\_\_\_

Score \_\_\_\_\_

<p><b>1</b> Basic Facts</p>	<p>4 + 4 =      12 - 6 =      6 x 6 =      0 x 4 =      8 ÷ 8 =                      5 + 4 =      13 - 9 =      2 x 7 =      4 x 2 =      9 ÷ 3 =                      3 + 7 =      6 - 2 =      9 x 2 =      1 x 9 =      10 ÷ 5 =</p>
<p><b>2</b> Algorithms</p>	<p>7,081      \$70.43      500      4 <math>\overline{)37}</math>      3 hrs 25 min  <u>+ 7,089</u>      <u>- 55.50</u>      <u>x 5</u>           <u>+ 2 hrs 45 min</u></p>
<p><b>3</b> Estimating Rounding</p>	<p>Round to the nearest ten dollars.                  \$67.58 ≈ _____      \$96.42 ≈ _____      \$8.16 ≈ _____                  \$191.29 ≈ _____      \$4.98 ≈ _____</p>
<p><b>4</b> Story Problems</p>	<p>We bought a bag of 18 oranges. Mom used a third of them to make orange juice. How many were left?</p> 
<p><b>5</b> Equivalent Fractions</p>	<p> _____ = _____   _____ = _____</p> <p>Multiply numerator and denominator by 2 to get an equivalent fraction.  <math>\frac{2}{3} =</math> _____</p>
<p><b>6</b> Vocabulary Concepts Facts</p>	<p><b>Know and Spell</b>                  tons                  ounces                  least                  numerator                  denominator                  total - difference</p> <p>A. In 5/8, the eight is called the _____.                  B. The greatest amount is the (smallest, largest) number.                  C. How many feet in one mile? _____                  D. Subtract to find the _____ between numbers.                  E. A small elephant weighs about two _____.</p>
<p><b>7</b> Fractional Parts</p>	<p><math>\frac{1}{4}</math> of 24      <math>\frac{1}{4}</math> of 32      <math>\frac{1}{4}</math> of 20      <math>\frac{1}{4}</math> of 0      <math>\frac{1}{4}</math> of 16</p>
<p><b>8</b> Place Value Numeration</p>	<p>A. What is one less than 1000? _____                  B. Write twenty thousand. _____                  C. Complete this. 34,250 = 30,000 + _____ + _____ + _____                  D. Write a 5-digit number with a 2 in the thousands place. _____                  E. Write the largest 3-digit number. _____</p>
<p><b>9</b> Other Important Topics</p>	 <p>A. What time is shown on the clock? _____                  B. What time will it be in 45 minutes? _____                  C. If we just had lunch, is the time a.m. or p.m.? _____                  D. How long is it until 3:00? _____                  E. What was the time 30 minutes earlier? _____</p>
<p><b>10</b> Rulers</p>	<p>A is at _____. B is at _____. C is at _____. D is at _____. Put E at <math>4\frac{1}{2}</math>.</p> 

## Test Your Skills

$11 \div 1 = \underline{\hspace{2cm}}$

$15 \div 5 = \underline{\hspace{2cm}}$

$22 \div 2 = \underline{\hspace{2cm}}$

$15 \div 3 = \underline{\hspace{2cm}}$

$22 \div 11 = \underline{\hspace{2cm}}$

$20 \div 10 = \underline{\hspace{2cm}}$

$24 \div 6 = \underline{\hspace{2cm}}$

$24 \div 8 = \underline{\hspace{2cm}}$

$12 \div 4 = \underline{\hspace{2cm}}$

$14 \div 7 = \underline{\hspace{2cm}}$

$16 \div 8 = \underline{\hspace{2cm}}$

$11 \div 11 = \underline{\hspace{2cm}}$

$24 \div 2 = \underline{\hspace{2cm}}$

$16 \div 4 = \underline{\hspace{2cm}}$

$18 \div 6 = \underline{\hspace{2cm}}$

$20 \div 2 = \underline{\hspace{2cm}}$

$25 \div 5 = \underline{\hspace{2cm}}$

$12 \div 1 = \underline{\hspace{2cm}}$

$12 \div 3 = \underline{\hspace{2cm}}$

$12 \div 6 = \underline{\hspace{2cm}}$

$20 \div 4 = \underline{\hspace{2cm}}$

$21 \div 3 = \underline{\hspace{2cm}}$

$12 \div 1 = \underline{\hspace{2cm}}$

$18 \div 2 = \underline{\hspace{2cm}}$

$18 \div 9 = \underline{\hspace{2cm}}$

$24 \div 4 = \underline{\hspace{2cm}}$

$24 \div 3 = \underline{\hspace{2cm}}$

$18 \div 3 = \underline{\hspace{2cm}}$

$14 \div 2 = \underline{\hspace{2cm}}$

$16 \div 2 = \underline{\hspace{2cm}}$

$12 \div 2 = \underline{\hspace{2cm}}$

$20 \div 5 = \underline{\hspace{2cm}}$

$24 \div 12 = \underline{\hspace{2cm}}$

$12 \div 12 = \underline{\hspace{2cm}}$

$24 \div 3 = \underline{\hspace{2cm}}$

$21 \div 7 = \underline{\hspace{2cm}}$

$8 \div 2 = \underline{\hspace{2cm}}$

$0 \div 9 = \underline{\hspace{2cm}}$

$10 \div 2 = \underline{\hspace{2cm}}$

$6 \div 2 = \underline{\hspace{2cm}}$

$9 \div 3 = \underline{\hspace{2cm}}$

$5 \div 5 = \underline{\hspace{2cm}}$



### Accuracy

- I got them all right!
- I missed a couple.
- I will practice these:  
(List up to 5 facts.)

### Efficiency

I used these strategies:

- Divide by 1
- Divide by Self
- Doubles Facts
- Think Multiplication

### Time

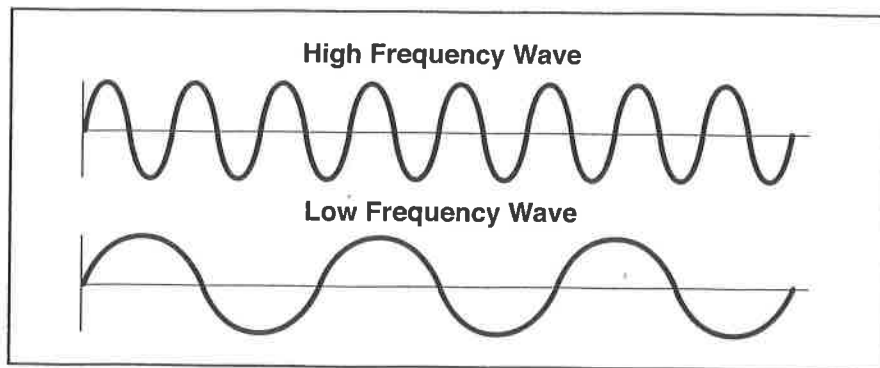
I finished in:

\_\_\_\_\_

My next goal is:

\_\_\_\_\_

# Music to Your Ears



**Y**ou have probably heard a guitar playing. Maybe you heard a guitarist at a concert. Or maybe you listened to a song on the radio. Do you know how the guitar created the music? The answer is waves of sound.

A sound is created when an object **vibrates**, or moves back and forth. These vibrations make **sound waves** that move the air around the object. When the sound waves enter our ears, our brain interprets, or understands, them as different sounds.

Every sound has a different **frequency**. Frequency is the number of sound waves that are created in one second. If there are a lot of waves, the sound has a high frequency. A high frequency creates a **high-pitch** sound. For example, a whistle has a high frequency. If the sound produces few waves per second, it has a low

frequency and produces a **low-pitch** sound. A truck engine has a low frequency.

Now let's look at a guitar. A guitar usually has six strings. A person plays the guitar by plucking the strings. Plucking makes the strings vibrate. These vibrations create sounds.

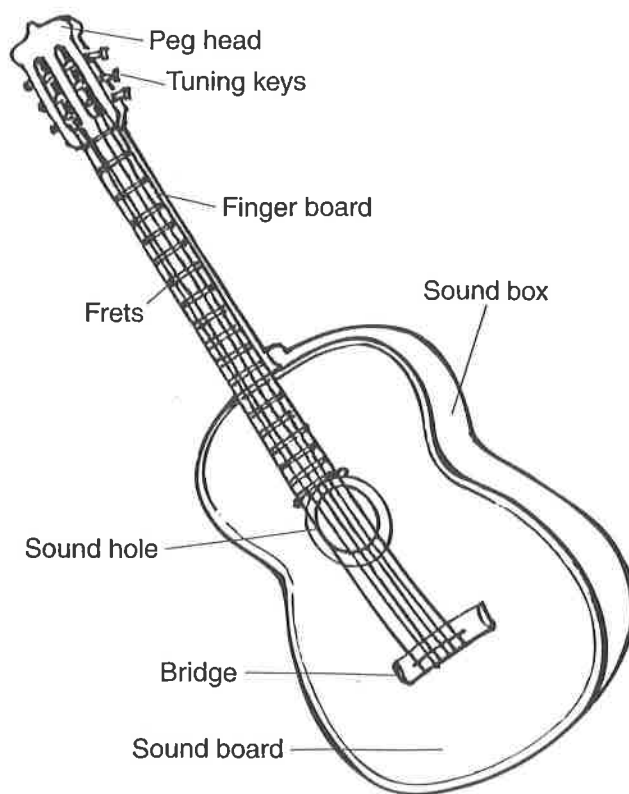
If you look closely at a guitar's strings, you'll see that they are not all the same. Some are thin. Some are thick. The thick strings vibrate slowly. The thin strings vibrate quickly. This means that the thick strings make a lower-pitch sound than the thin strings.

A guitar's strings are connected to **tuning keys**. These keys let the guitarist change how tight the strings are. A tight string vibrates more quickly than a loose string. This means the tight string will make a higher-pitch sound.

But a guitar with six strings can make a lot more than six sounds! Making a string shorter can change the sound it produces. A guitarist does this by pressing his finger on the frets. Frets are special ridges on the neck of the guitar. Now the string will vibrate at a different frequency. That means it will make a different sound.

A guitarist can pluck each string by itself. This plucking creates a series of notes that can form a **melody**. A melody is simple, but it isn't always very interesting. To make more complex music, a guitarist plays **chords**. A chord is created when several notes are played at the same time. To play a chord, a guitarist places his fingers in different places on the neck of the guitar. Then he plays all the strings together. Each string makes a different sound. These sounds blend together to make music.

Have you ever held a rubber band between your fingers and plucked it? If you have, you know that the sound it makes is not very loud. The same is true of guitar strings. A vibrating guitar string does not make a loud sound. This is because the guitar string does



not vibrate hard enough to move a lot of air. Since only a small amount of air moves, the sound is hard to hear.

To solve this problem, guitar strings are connected to a wooden **sound box**. When the strings vibrate, the box vibrates, too. This creates a bigger vibration. That bigger vibration creates a louder sound.

Next time you are listening to a guitar, think about those sound waves moving through the air. If you use your imagination, you can almost feel the music playing!

Name \_\_\_\_\_



## Questions about *Music to Your Ears*

1. What creates a sound?

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2. What is the frequency of a sound?

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3. What kind of pitch does a sound with a low frequency create?

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4. How does a person create sounds from a guitar?

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5. How do tuning keys change the sound produced by individual strings?

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6. What is the difference between a melody and a chord?

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7. What does a sound box do?

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