

## Extended Learning

Day One

Grade 4

January 2018

Date of the snow day is \_\_\_\_\_.

Extended Learning Day One is due one week from the date of the snow day.

Dear Parents and Guardians,

In the event of a snow day, the fourth grade team has prepared an Extended Learning packet for your child to complete at home. Each packet will be comprised of an ELA component and a Math component. Students should meet grade-level expectations for neatness and quality to complete and return Extended Learning assignments within one week from the snow day. For example, if we have a snow day on a Tuesday, the Extended Learning assignments for that day will be due by the following Tuesday. In order for your child to be marked "present" on that day, the designated Extended Learning assignments for that particular snow day must be turned in on or by the due date. If the assignments are not turned in on time, your child will be marked "absent" for that day. The Extended Learning assignments will count as test grades in each respective subject area.



Name \_\_\_\_\_

## Extended Learning Snow Day #1

During art class last week, Carmen put crayons into cups for her art teacher. She put exactly 9 crayons into each cup. Altogether, Carmen put more than 20 crayons, but fewer than 30 crayons, into the cups.

### Part A

What is the total number of crayons that Carmen put into the cups?

Explain your reasoning. Enter your answer and your explanation in the space provided.

### Part B

Is your answer to Part A a prime number or a composite number?

Explain your reasoning. Enter your answer and your explanation in the space provided.

### Part C

This week, Carmen's art teacher has a total of 28 crayons to put into cups. She wants Carmen to put the same number of crayons into each cup. Write **all** the factor pairs of 28 that show possible ways Carmen can divide 28 crayons equally to put into cups.

Explain your reasoning. Enter your answer and your explanation in the space provided.

# Massachusetts Constructed

## Response Scoring Guide

### Extended Learning #1

Score	Description
<b>4</b>	The student response demonstrates an exemplary understanding of the Operations and Algebraic Thinking concepts involved in finding all factor pairs for a whole number in the range 1–100, recognizing that a whole number is a multiple of each of its factors, determining whether a given whole number in the range 1–100 is a multiple of a given one-digit number, and determining whether a given whole number in the range 1–100 is prime or composite. The student solves a real-world problem by identifying a multiple, justifies whether the number is prime or composite, and determines all the factor pairs of a number.
<b>4</b>	The student response demonstrates a good understanding of the Operations and Algebraic Thinking concepts involved in finding all factor pairs for a whole number in the range 1–100, recognizing that a whole number is a multiple of each of its factors, determining whether a given whole number in the range 1–100 is a multiple of a given one-digit number, and determining whether a given whole number in the range 1–100 is prime or composite. Although there is significant evidence that the student was able to recognize and apply the concepts involved, some aspect of the response is flawed. As a result the response merits 3 points.
<b>3</b>	The student response demonstrates a fair understanding of the Operations and Algebraic Thinking concepts involved in finding all factor pairs for a whole number in the range 1–100, recognizing that a whole number is a multiple of each of its factors, determining whether a given whole number in the range 1–100 is a multiple of a given one-digit number, and determining whether a given whole number in the range 1–100 is prime or composite. While some aspects of the task are completed correctly, others are not. The mixed evidence provided by the student merits 2 points.
<b>2</b>	The student response demonstrates a minimal understanding of the Operations and Algebraic Thinking concepts involved in finding all factor pairs for a whole number in the range 1–100, recognizing that a whole number is a multiple of each of its factors, determining whether a given whole number in the range 1–100 is a multiple of a given one-digit number, and determining whether a given whole number in the range 1–100 is prime or composite.
<b>1</b>	The student response contains insufficient evidence of understanding of the Operations and Algebraic Thinking concepts involved in finding all factor pairs for a whole number in the range 1–100, recognizing that a whole number is a multiple of each of its factors, determining whether a given whole number in the range 1–100 is a multiple of a given one-digit number, and determining whether a given whole number in the range 1–100 is prime or composite to merit any points.
<b>0</b>	

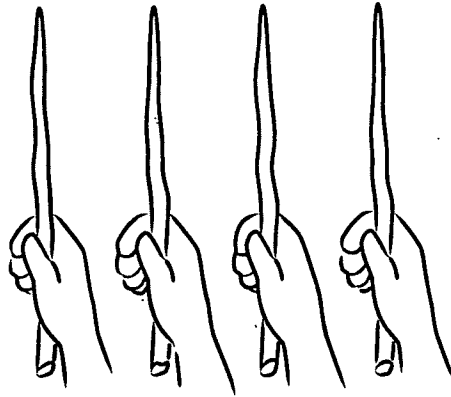
# Grade 4 English Language Arts

## READING COMPREHENSION

Read the folktale about an unusual way people could find out who is telling the truth. Then answer the questions that follow.

### THE STICK OF TRUTH

by Sam McBratney



- 1 IN THE CENTRAL square of a great city, there stood the statue of a famous general. This bronze soldier was mounted on a horse with two silver stirrups. Early one morning, a boy climbed up and stole the left stirrup, an act that offended and enraged the public. However, the crime was seen by a street cleaner and some others, and before long four boys had been brought before the governor.
- 2 Now, the governor had no idea which boy was the guilty one, for the thief didn't own up. So he sent for a well-known judge, admitting that he was not sure what to do. "I cannot let them go, for one is the thief. Yet I am unwilling to punish them all, for three of them are innocent. What would you advise in this situation?"
- 3 It was a dilemma the judge understood well: should one punish them all, including the innocent? Or free them all, including the guilty? Experience had taught him a way to proceed. It sometimes worked. He turned to his assistant and said, "Bring me my red bag, the one with the stick of truth in it. I don't think we have a great problem here."
- 4 When the bag arrived, the judge drew out four sticks, all sharpened at one end, and each exactly the same length as the others. The judge

## ELA Reading Comprehension

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gave one stick to each boy, telling him to bring it back the following morning. “One of you is the thief who stole the stirrup,” he said, “and the thief has the stick of truth. It will show him up.”

5 The governor was puzzled. “But how does this work?” he asked.

6 The judge addressed the boys in front of him. “One of you four has the stick of truth. When you bring back the sticks in the morning, the stick of truth will be just a little longer than the others—about a thumbnail longer. That’s how we’ll know the thief.” The judge waved a hand at the boys. “So off you go until the morning.”

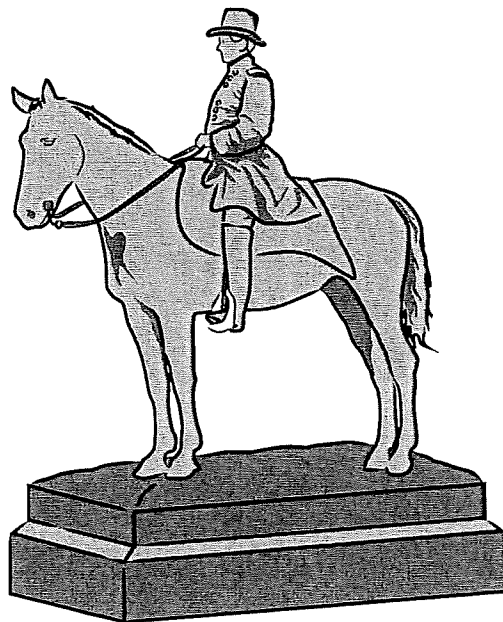
7 When the morning came, they assembled once more, and in the midst of a great silence, the boys presented their sticks to the judge. Holding up the sticks, he measured them against one another and found that one was shorter than its fellows by about a thumbnail.

8 “This boy here, who presented the shorter stick, is the guilty one,” said the judge.

9 “But you said it would be longer,” the governor pointed out.

10 “So I did. And our thief decided to whittle away a bit of his stick, just in case. Now that his own conscience has betrayed him, I trust he will lead us to the missing stirrup.”

11 Then the boy confessed, fetched the stirrup from its hiding place down a drain, and agreed on his punishment: that he should keep the statue of the general clean of dust and pigeon droppings for the rest of that year.



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## ELA Reading Comprehension

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1 What is the governor trying to figure out at the beginning of the folktale?

- A. what is gone
- B. who the thief is
- C. why the thief steals
- D. where to ask for help

2 Reread paragraph 3. Based on the paragraph, what is **most likely** true about the judge?

- A. He has a way to find another stirrup.
- B. He does not believe the stirrup is gone.
- C. He has a way to show who has the stirrup.
- D. He does not believe the stirrup is important.

3 Based on the folktale, what is the **most likely** reason the governor does not punish all the boys?

- A. He believes that only one boy is responsible.
- B. He believes what one boy took is unimportant.
- C. He believes that the boys will unite against him.
- D. He believes only the boys should decide who is guilty.

## ELA Reading Comprehension

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- 4 According to the folktale, what is the guilty boy's punishment?
- A. to fix the stirrup
  - B. to buy the stirrup
  - C. to clean the statue
  - D. to guard the statue

- 5 Read the sentence from paragraph 2 in the box below.

Now, the governor had no idea which boy was the guilty one, for the thief didn't own up.

In the sentence, what does the phrase "own up" mean?

- A. to give to someone
- B. to admit something
- C. to return something
- D. to belong to someone





The following is the scoring rubric for today's open-response question. I have also given you the link to the MCAS website if you are interested in seeing actual student responses at each level for this particular question.

<http://www.doe.mass.edu/mcas/student/2015/question.aspx?GradeID=4&SubjectCode=ela&QuestionID=39987>

### Scoring Guide and Sample Student Work

Select a score point in the table below to view the sample student response.

Score	Description
<b>4</b>	The response is a clear, complete and accurate explanation of an important lesson that can be learned. The response contains important details from the folktale.
<b>4</b>	
<b>3</b>	The response is a mostly clear, complete and accurate explanation of an important lesson that can be learned. The response includes relevant but often general details from the folktale.
<b>2</b>	The response is a partial explanation of an important lesson that can be learned. The response includes limited details from the folktale and may include misinterpretations.
<b>1</b>	The response is a minimal explanation of an important lesson that can be learned. The response contains few or no details from the folktale and may include misinterpretations. OR The response relates minimally to the task.
<b>0</b>	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.