



Norfolk Public Schools
The cornerstone of a proudly diverse community

4th Grade



Phase IV
May 18 – June 5, 2020

Name:	
School:	
Grade Level:	Teacher:

NPS Curriculum & Instruction

This page intentionally left blank.

Social Studies Learning in Place Plans

4th Grade: May 18- May 22

Learning Experience 1	Learning Experience 2	
<p>Read the <i>Civil War Timeline</i> in packet. Using this timeline and the activities you completed in previous learning experiences, think about a major Civil War battle fought in Virginia and/or one of the key leaders during the Civil War. Use the template in your packet to create a front page of a newspaper with 2 headlines and 2 articles about the topic or topics you chose.</p>	<p>The war ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant. The impacts of the Civil War were felt by all involved.</p> <p>Complete the <i>Text Me</i> activity in your packet.</p>	<p>This box intentionally left blank.</p>

Social Studies Learning in Place Plans

4th Grade: May 26- May 29

Learning Experience 1	Learning Experience 2	
<p>Read pages 130-131 in your packet. Use these pages to complete the <i>Impacts of the Civil War on American Life</i> chart by writing the correct statements into the correct columns. The bank will contain correct examples of impacts as well as incorrect non-examples. Choose one non-example to make correct.</p>	<p>Think about your reading from Learning Experience 1. Observe and analyze the primary sources attached in the packet. Use pages 130-131, as well as the primary source images, and complete the graphic organizer by stating what you learned from the visuals and the text. Finally, state how the visuals helped you understand the text better.</p>	<p>This box intentionally left blank.</p>

Social Studies Learning in Place Plans

4th Grade: June 1- June 5

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>Think about what you've learned so far about the period after the Civil War known as Reconstruction. Use what you have learned to complete the <i>Performance Assessment</i> in your packet. You will need your own paper to complete.</p> <p>Day 1: Complete Task 1 for Virginia Decision #1</p>	<p>Performance Assessment (continued):</p> <p>Day 2: Complete Task 1 for Virginia Decision #2</p>	<p>Performance Assessment (continued):</p> <p>Day 3: Complete Task 2 using your two decision-making models. Follow the directions provided.</p>

THE CIVIL WAR: TIMELINE



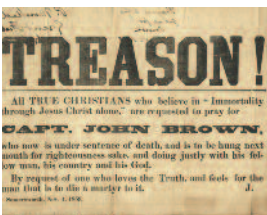
The issue of slavery in America divides the country, leading 11 Southern states to secede from the Union. The war that follows almost destroys the nation and leaves lasting scars.

1831 Nat Turner, a Virginia slave, leads a revolt against slavery.



1848 Henry "Box" Brown makes his escape from slavery in Virginia on the Underground Railroad.

1857 The Supreme Court rules in the case of Virginia native Dred Scott that African Americans cannot be citizens and that Congress cannot restrict slavery from expanding west.



1859 White Northern abolitionist John Brown and his African American and white followers attack the U.S. Armory at Harpers Ferry, Virginia.

1860 November: Abraham Lincoln is elected president.
December: South Carolina secedes from the Union.



1861 February: The Confederacy is formed with seven Deep South states.
April: Fighting begins as Confederate troops attack Fort Sumter in South Carolina. Virginia secedes, as do three other states, making 11 in all.
July: First Battle of Bull Run (Manassas) is a Confederate victory.



1862 March: Two ironclad ships, the Monitor and the Merrimack, fight at Hampton Roads. Neither side claims victory.
August: the Second Battle of Bull Run (Manassas) is another Confederate victory.
December: Battle of Fredericksburg is a big victory for General Lee's troops.



1863 January: Abraham Lincoln issues the Emancipation Proclamation.
July: Some 50,000 total casualties result from the three-day Battle of Gettysburg, after Lee invades Pennsylvania. General Grant takes Vicksburg, on the Mississippi River, cutting the Confederacy in two.

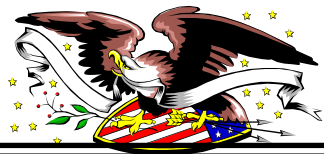


1864 March: Lincoln names U.S. Grant commander of the Union Army.
September: General William Tecumseh Sherman's Union Army takes Atlanta, Georgia, and moves toward the sea.
November: President Lincoln is elected to a second term.

1865 April: Richmond's downtown burns, and the city falls to General Grant's troops. General Lee surrenders his army to General Grant at Appomattox Court House. December: The 13th Amendment is ratified.



Newspaper title _____



½ ¢ Date _____

Printed By _____

Headline _____

Illustration

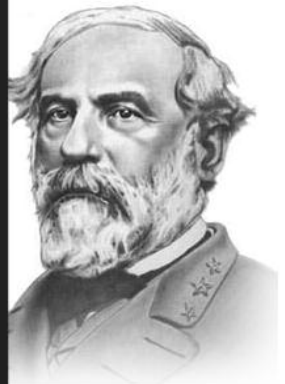
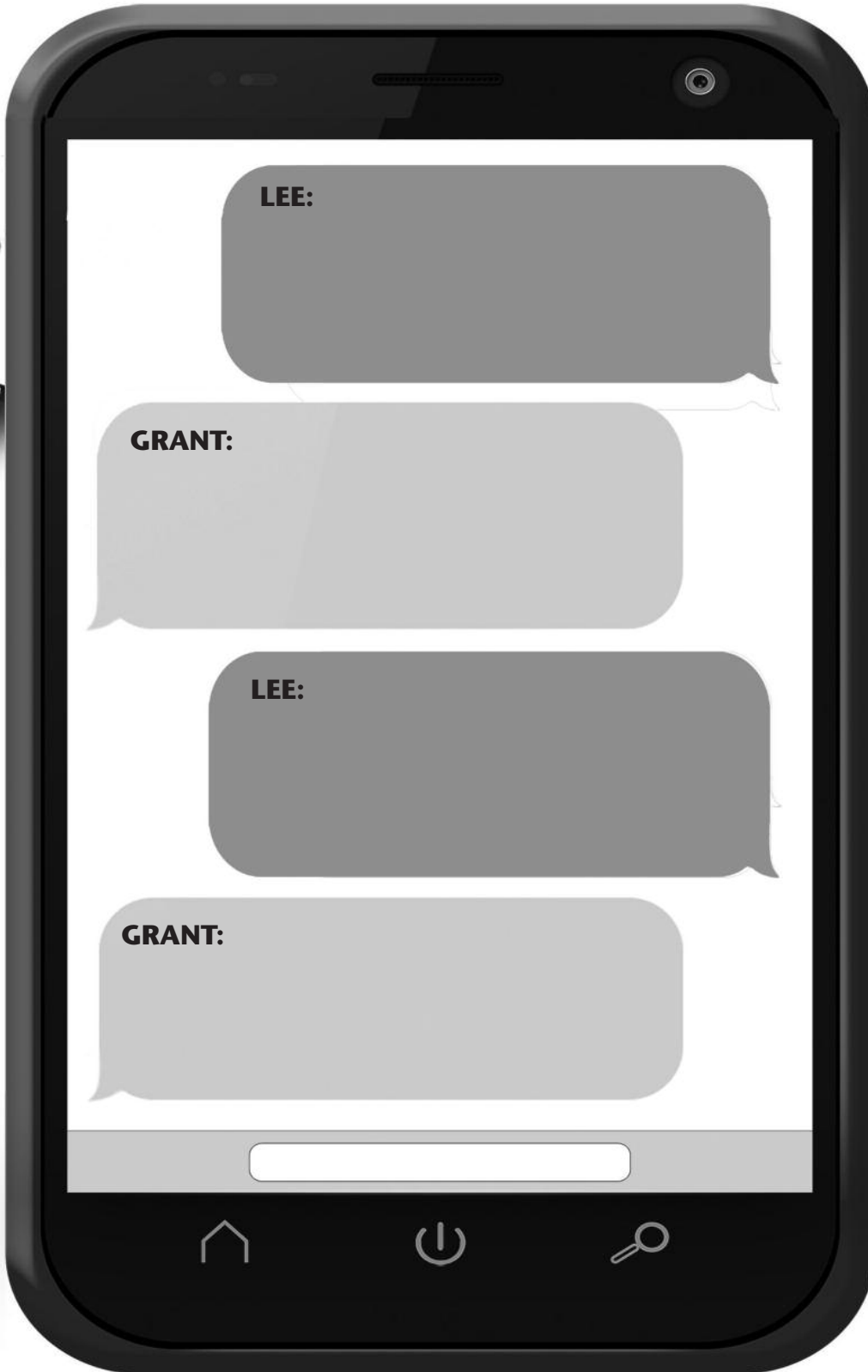
Caption

Headline

TEXT ME

NAME _____

DIRECTIONS: Complete each texting bubble to show you understand what happened at Appomattox Court House in April 1865. You must use the following words in the conversation: **surrender, end, army, Union, Confederate, Appomattox Court House, and April.**



Virginians faced serious problems in rebuilding the state after the Civil War.

HARD TIMES

In 1865 the war came to an end. Slavery was abolished. Our state and nation were forever changed. Across the South, hundreds of thousands of freed African Americans needed jobs, housing, clothing, education, and food—half a million in Virginia alone. White Virginians needed help, too. Weary soldiers returned to find their farms or businesses ruined. Women whose husbands had died in the war had to be both mother and father to their young children.

Words to Know

► Reconstruction

ree-con-STRUCK-shun

The period after the Civil War in which the U.S. Congress passed laws to rebuild the country and bring the Southern states back into the Union

► racist

RAY-sist

A person who believes that one race is superior to the others

► sharecropper

SHARE-crop-ur

A farmer who pays for renting a piece of land by paying with a portion of the crop grown on that land



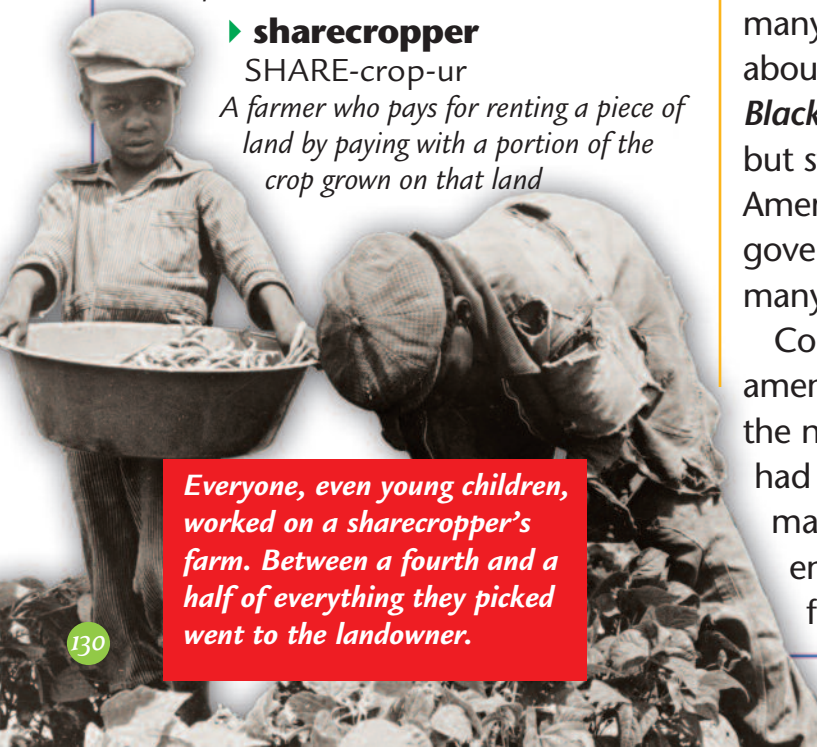
Graves of Confederate soldiers with rough boards for headstones at a cemetery in Richmond, Virginia, 1865

Too Many Problems

There were so many problems for Virginians to resolve! Virginia's economy was in ruins. Confederate money had no value, and the banks were closed. Many returning soldiers were disabled or had other health problems. In Virginia, where so much of the fighting had taken place, the problems were especially big. Many railroads, bridges, farms, and plantations lay in ruins. Businesses needed to be rebuilt.

The period following the Civil War is called **Reconstruction**. It was a time of great hope for people of color and a time of bitterness for many white Southerners who had lost just about everything. Southern states wrote new **Black Codes** that recognized the end of slavery but strictly limited the rights of African Americans. At the same time the federal government stepped in, to try to solve the many problems that began to arise.

Congress wrote a new constitutional amendment to protect and expand the rights of the new freedmen as well as the people who had been free blacks before the Civil War, making them all citizens. The war had put an end to slavery, but it did not end **racist** feelings, beliefs, or behavior.



Everyone, even young children, worked on a sharecropper's farm. Between a fourth and a half of everything they picked went to the landowner.

The Freedmen's Bureau

For the newly freed African Americans, freedom meant many things. Some set off to find husbands or children who had been sold to other states. Others tried to figure out how to feed their families. They needed jobs, homes, and medical care. They wanted an education, and sometimes children and their grandparents sat side by side in school!

To help them get these things, especially in the first years after the war, Congress created a federal government agency called the *Bureau of Refugees, Freedmen, and Abandoned Lands*, known as the *Freedmen's Bureau*. The Freedmen's Bureau focused on providing food, schools, and medical help for former slaves and others in Virginia.

What were "abandoned lands"? Some former plantations were divided into plots (no bigger than 40 acres) that freedmen and their families, as well as poor white farmers, could rent and farm.

Until 1868 the Freedmen's Bureau reached out to aid African Americans. In the very difficult first years after the war's end, it helped many people with some of their most important needs.

There was no color photography in the 1800s—only black and white. Sometimes people hand-colored their photos, such as this one.

A Sharecropper's Life

The workday started early on the small farms where many Virginians found themselves laboring after the Civil War. Both freedmen and poor white farmers rented small plots of land from a bigger landowner by promising to pay the owner with a share of the tobacco or whatever other crops they grew. Being a **sharecropper** was a hard life. Many small farmers could not grow enough to pay the rent and ended up deeply in debt to their landlords. Some called it "a second form of slavery."

For some African Americans, heading out west seemed a better idea. By the 1880s many blacks had left the South for new states, such as Kansas and Nebraska, where they built all-black towns. They became known as *Exodusters*, a name taken from the Bible story of Exodus. In the heyday of the great cattle ranches in the West, a quarter of all cowboys were African American. Many had roots in Virginia.

At last! A home of their own.

Why was sharecropping common in Virginia? What were the benefits of the system for freedmen and white farmers? What did they have to give up?

Impact of the Civil War on American Life

Directions: Think about what you have learned about the impacts the Civil War had on American life. Copy each statement below into the correct category of the chart.

<u>Example</u>	<u>Non-Example</u>

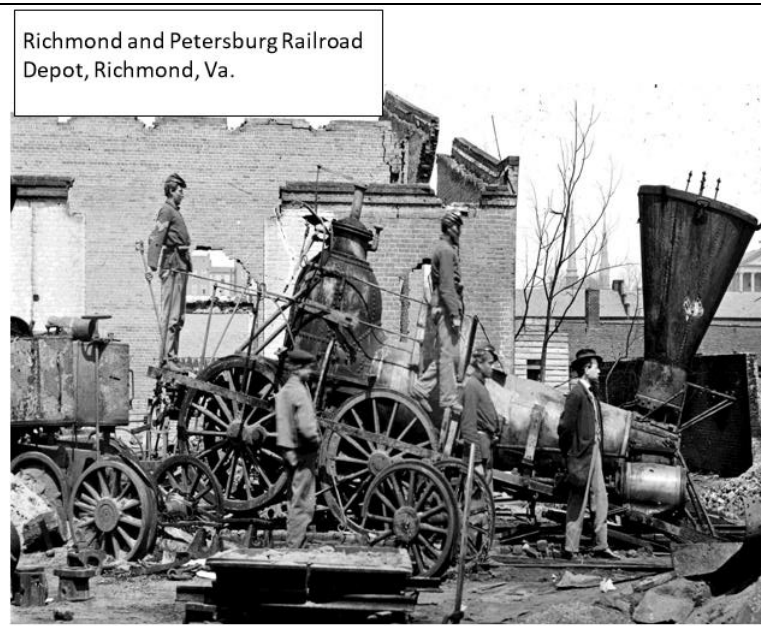
Banks closed	Most money had no value	Businesses were unharmed and able to open back up immediately.
There were few casualties (deaths) during the war.	Women were left to run plantations and businesses in the South.	People agreed on which side to support during the war.
Freed African Americans had everything they needed to survive.	The government had to start new programs to help people in the South.	People became sharecroppers.

Choose one statement from the Non-Examples category. Rewrite the statement to make it fit into the Examples category.

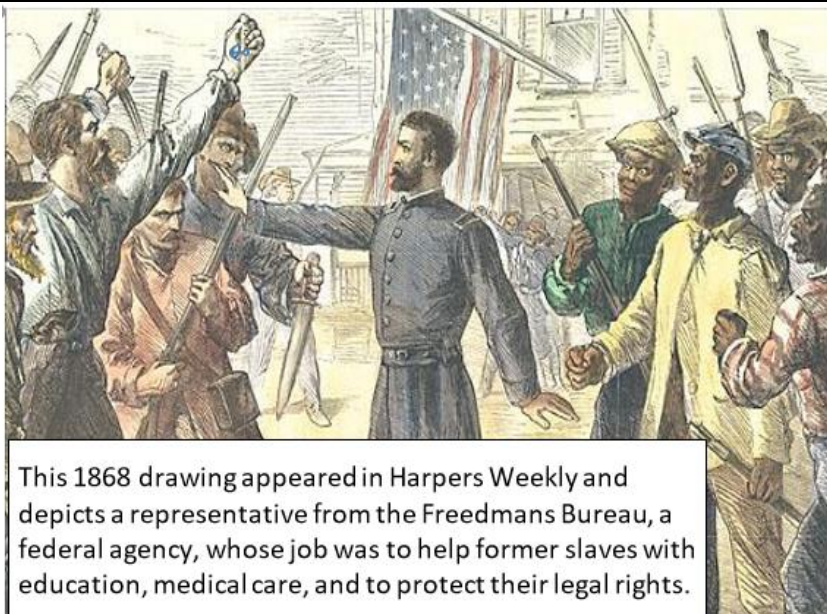
Primary Sources – After the Civil War



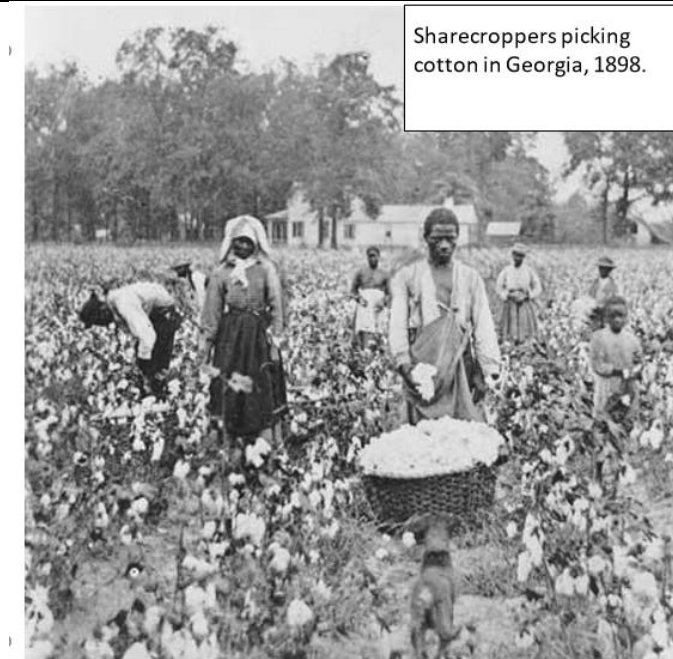
Gosport Navy Yard destroyed by Confederate troops, Portsmouth, Va, May 1862



Richmond and Petersburg Railroad Depot, Richmond, Va.



This 1868 drawing appeared in Harpers Weekly and depicts a representative from the Freedmen's Bureau, a federal agency, whose job was to help former slaves with education, medical care, and to protect their legal rights.



Sharecroppers picking cotton in Georgia, 1898.

What I learned from the VISUAL(S)

What I learned from the TEXT

How the visual(s) helped me understand the text BETTER:

Performance Assessment

Name _____

QUESTION:

How did events during Reconstruction affect Virginia?

SCENARIO

You work for a Virginia newspaper.

You were hired because you know so much about Virginia history! Your job is to analyze two Virginia decisions and write an article sharing your opinion on how each event helped or hurt Virginia.

TASK 1:

Create two decision-making models like this one. You will make one model for each Virginia decision below.

Virginia decision #1: Freedmen's Bureau

Virginia decision #2: Sharecropping

VIRGINIA DECISION: _____	
COSTS	BENEFITS
Did this decision help Virginia grow?	
What could have been an alternative decision?	



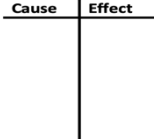

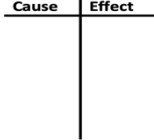
TASK 2:

Evaluate the two decision-making models. Decide if you agree or disagree with each of Virginia's decisions. Write a well-written paragraph that explains whether or not you support each decision and why. Use complete sentences, proper punctuation, and accurate spelling. Use content-specific vocabulary to support your opinions.

NPS Learning in Place English

Grade: Fourth Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 10	<p>Research A Person</p> <p>Step Four: Revise</p> <p>Reread your rough draft from Friday. Use the attached chart, Revising/ARMS, to make appropriate changes to your paper. Read your revised paper to someone to make sure it makes sense.</p>	<p>Research A Person</p> <p>Step Five: Edit and Publish</p> <p>Reread your revised paper. Use the attached chart, Editing/CUPS, to make the appropriate edits to your paper. Copy your paper in your neatest handwriting or type your final copy and print it. Make sure you have a title and an illustration.</p>	<p>Read <i>The Moon's Phases</i> and annotate as you read.</p> <p><i>Write 4 questions that could be answered from reading the text. Include 1 question that could be answered from the diagram. Write the answers to each question.</i></p>	<p>Reread <i>The Moon's Phases</i></p> <p>Draw and complete a main idea and details graphic organizer.</p>  <p><i>What do you still wonder about the moon? Pretend the moon can talk. Write a letter to the moon expressing your thoughts and questions you still have.</i></p>	<p>Reread <i>Plant Adaptations</i> (from Science Week 10 - Monday).</p> <p>Create a heading for each paragraph in the passage.</p> <p><i>Write a paragraph explaining why it is necessary for plants to adapt. Include examples from the text.</i></p>
	Read 14.2 Read a book of choice and record it on the reading log each day.				
Week 11	Memorial Day	<p>Read <i>What's for Breakfast</i> and annotate while you are reading.</p> <p>Copy and complete a theme chart.</p>  <p><i>Write a paragraph pretending that you are Miranda and explain why she put oatmeal in her backpack.</i></p>	<p>Reread <i>What's for Breakfast</i></p> <p>Copy and complete a cause & effect T-chart with 3 examples.</p>  <p><i>Write an explanation of what causes Daniel to smile at the end of the story. Use evidence from the story.</i></p>	<p>Read <i>Shawn the Speedy Snail</i> and annotate while you are reading. Copy and complete a theme chart.</p>  <p><i>Write a paragraph pretending you are Shawn. Would have done what he did? Why or why not? Write to explain what you would have done and why.</i></p>	<p>Reread <i>Shawn the Speedy Snail</i></p> <p>Copy and complete a cause & effect T-chart with 3 examples.</p>  <p><i>Write a paragraph explaining why the author chose the title and what it means to be a speedy snail. Include text evidence.</i></p>
		Read 14.2 Read a book of choice and record it on the reading log each day.			

Week 12

Read *Virginia's Water Resources* (from *Science Week 12 - Tuesday*) and *annotate the text as you read*.

This article did not include any text features. Pretend you are an illustrator. Create a visual text feature (chart, diagram, illustration) that supports the text and will help the reader better understand the information in the text.

Read *What Causes the Seasons* and *annotate as you read*.

Draw and complete a main idea and details graphic organizer for the section *It's all about the tilt*.



Reread *What Causes the Seasons*

Draw and complete a main idea and details graphic organizer for the section *But what caused Earth to tilt?*



Write 3 questions that could be answered from the text. Write the answer to each question.

Read *Holes* and *annotate as you read*.

Have you ever been bullied or teased by other kids? What did you do about it? Do you think you have ever been a bully? Describe one experience and how it influenced you or other people.

Reread *Holes*

Create a chart listing what you learned about Stanley, the main character. Include the categories: *physical appearance, family, traits, and feelings*.

Character Chart			
Physical Appearance	Family	Traits	Feelings

Did you enjoy this first chapter? Do you want to continue reading the novel? Why or why not? Write a paragraph expressing your opinion of this book so far. Include reasons to support your opinion.

Read 14.2 Read a book of choice and record it on the reading log each day.

Revising- ARMS		Done
A	Add -words, sentences, details	
R	Remove -words, sentences, unnecessary details	
M	Move -sentences to fit better -word order	
S	Substitute - juicy words for plain words - detailed sentences for boring sentences	
	Checked writing piece 3 times	

Editing- CUPS		Done
C	Capitalization -beginning of sentences -proper nouns (names, I)	
U	Usage -noun match verb	
P	Punctuation -period, question mark, exclamation -commas & apostrophes	
S	Spelling -every word is spelled correct	
	Checked writing piece 3 times	

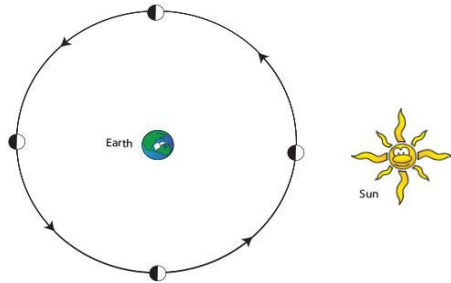
The Moon's Phases

Retrieved from Read Works

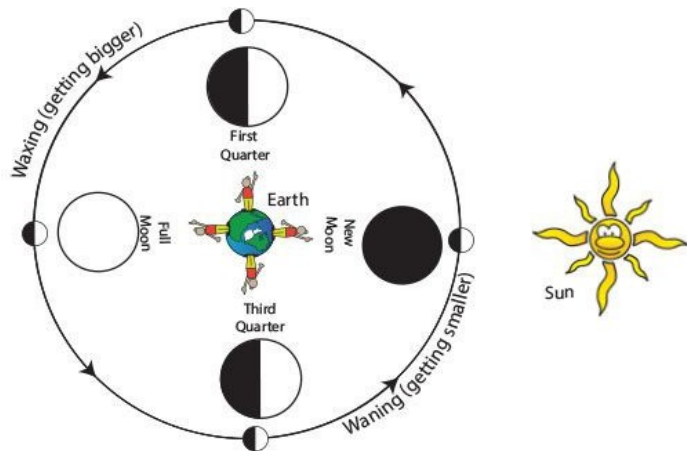
Why does the Moon look different throughout the month?

The Moon has "phases." That means it looks a little different to us each night during its one-month orbit of our planet. We describe how the Moon looks with terms such as "Full Moon," "First Quarter," and "New Moon" (which we can't really see, because the side that is lit faces away from us).

The Moon has no light of its own. Moonlight is sunlight bouncing off the Moon's surface. As the Moon orbits Earth, the Sun lights up whatever side of the Moon is facing it. To the Sun, it's always a full Moon! If you were looking down upon Earth and its Moon from way out in space over the North Pole, you would see a Moon that looked like one of these:



But we see the Moon from the center of its orbit. So we see different portions of the lit side of the Moon.



What Causes the Seasons

Retrieved from Read Works

It's all about Earth's tilt!

Many people believe that Earth is closer to the sun in the summer and that is why it is hotter. And, likewise, they think Earth is farthest from the sun in the winter.

Although this idea makes sense, it is incorrect.

It is true that Earth's orbit is not a perfect circle. It is a bit lop-sided. During part of the year, Earth is closer to the sun than at other times. However, in the Northern Hemisphere, we are having winter when Earth is closest to the sun and summer when it is farthest away!

Compared with how far away the sun is, this change in Earth's distance throughout the year does not make much difference to our weather.

There is a different reason for Earth's seasons.

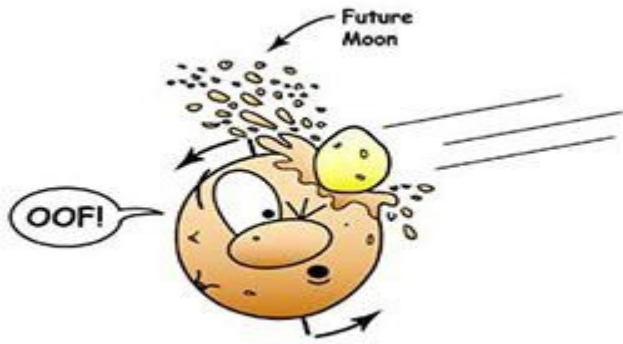
Earth's axis is an imaginary pole going right through the center of Earth from "top" to "bottom." Earth spins around this pole, making one complete turn each day. That is why we have day and night, and why every part of Earth's surface gets some of each.

Earth has seasons because its axis doesn't stand up straight.

But what caused Earth to tilt?

Long, long ago, when Earth was young, it is thought that something big hit Earth and knocked it off-kilter. So instead of rotating with its axis straight up and down, it leans over a bit.

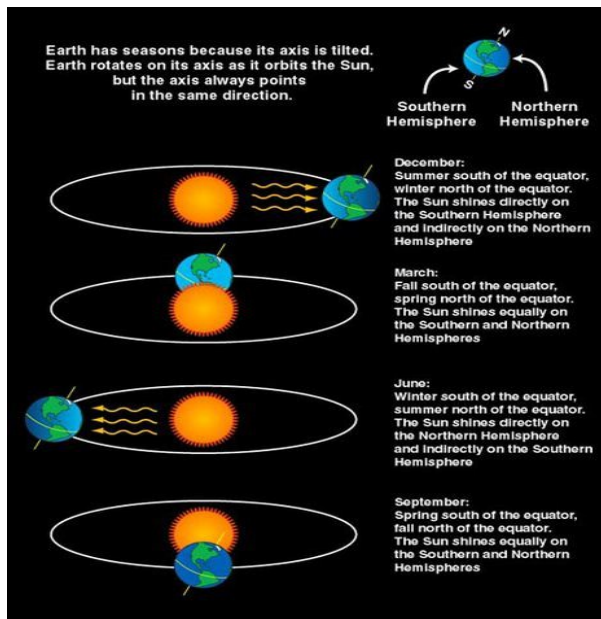
By the way, that big thing that hit Earth is called Theia. It also blasted a big hole in the surface. That big hit sent a huge amount of dust and rubble into orbit. Most scientists think that that rubble, in time, became our Moon.



As Earth orbits the sun, its tilted axis always points in the same direction. So, throughout the year, different parts of Earth get the sun's direct rays.

Sometimes it is the North Pole tilting toward the sun (around June) and sometimes it is the South Pole tilting toward the sun (around December).

It is summer in June in the Northern Hemisphere because the sun's rays hit that part of Earth more directly than at any other time of the year. It is winter in December in the Northern Hemisphere, because that is when it is the South Pole's turn to be tilted toward the sun



What's for Breakfast

Retrieved from Read Works

Of course, Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast, and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school."

Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door. "Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey, and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head. "You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked. "No."

"What did you bring for lunch?" "Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought. "If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, "*Don't say anything.*"

A little white paw poked out from under the flap on her bag. I turned around again. Unbelievable! How is it that I was the one who always got in trouble for what that cat did? Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!!!" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

Shawn the Speedy Snail

Retrieved from Read Works

Shawn was a snail unlike any other snail in the ditch. All of the snails that Shawn knew were slow. They were slow to get food, slow to get water, slow to get anywhere. The snails of Shawn's ditch were so slow because they each had huge shells on their backs that they had to carry around. The shells were heavy, but they had to be because the shells were the snails' homes! Certainly, Shawn had a shell on his back too, just like all the others. He even named it "Shawn's Place." He was funny like that, and the snails enjoyed his sense of humor. What made Shawn so fast was that he was stronger than everyone else. Having his home on his back didn't bother him like it did the others in Shawn's ditch. The others would complain and sigh, so depressed that they had such a weight to carry on their shoulders and backs.

Because Shawn was the strongest, and could carry his home with ease, he was also the fastest, making Shawn the speediest snail around.

From the time Shawn was a baby snail, he could beat any of the snails he knew in the ditch in a race. He grew up challenging each snail to a race, and he was undefeated. Shawn started using his speed for his benefit and his benefit

only, though, which was something he would later regret. Anytime there was a leaf that fell to the ground, Shawn would race to it and eat until he got full before anyone else would get the chance. Shawn was always quicker to the roots, too, and he'd eat them right up. If it rained, and puddles of water formed at the bottom of the ditch, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools. It was almost as if Shawn was showing off how strong and fast he was all the time. The other snails liked Shawn, but the way he used his speed was making them angry.

After some time, when the other snails became particularly hungry because Shawn was beating them to all the food, the snails in the ditch decided that enough was enough.

"Shawn! Stop eating so much before we can have our helping," cried Blaine.

"Yeah, Shawn! We know you're big and strong and fast," agreed Susan. "You don't have to keep reminding us about how slow we are," she added.

Shawn was a little upset about their remarks. "Well, maybe if you would exercise a little bit more, you could beat me to the food and the water!" he said.

"How can we become stronger if you keep beating us to our food?" replied Harvey.

"We all think it's about time you found another ditch, one that you can have all to yourself," said Blaine.

That hurt Shawn. He felt a knot in his heart. Slowly, as slowly as he'd ever crawled before, he left the ditch for another place to find food and water.

He knew that there was another ditch across the road that was completely empty of other snails. Shawn was the only one who knew that because he was the only one capable of getting across the road safely, with his speed and all.

A couple of weeks went by. Shawn missed his friends across the road, and he realized that his ditch had even more food than the other, much more than he'd ever need. He decided he'd pay them a visit. He waited by the side of the road for the closest car to pass. Once it did, he speedily crossed back over

to his old ditch. What he found made him more upset than anything ever before.

"Shawn!" cried Blaine. "We need your help. There isn't enough food in this ditch anymore. We're too weak and too slow to find enough for all of us to eat."

Shawn's friends were starving. Even though they had asked him to leave the ditch, it was only because of his selfish actions. Shawn knew what the right thing to do would be.

One-by-one, Shawn lifted each of his snail friends up on top of Shawn's Place and as fast as he could, which, for Shawn, was pretty fast, brought them over to the ditch on the other side of the road. They were all safe and sound, especially after Shawn raced around the ditch getting food and bringing it straight to his weaker friends. Shawn would never use his speed to show off again.

Holes: Chapter 1

By Louis Sachar

Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap.

Stanley was sitting about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to him. It contained his toothbrush, toothpaste, and a box of stationary his mother had given him. He'd promised to write to her at least once a week.

He looked out the window, although there wasn't much to see—mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the hot heavy air was almost as stifling as the handcuffs.

Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he used to play with stuffed animals, and pretend the animals were at camp. Camp Fun and Games he called it. Sometimes he'd have them play soccer with a marble. Other times they'd run an obstacle course, or go bungee

jumping off a table, tied to broken rubber bands. Now Stanley tried to pretend he was going to Camp Fun and Games. Maybe he'd make some friends, he thought. At least he'd get to swim in the lake.

He didn't have any friends at home. He was overweight and the kids at his middle school often teased him about his size. Even his teachers sometimes made cruel comments without realizing it. On his last day of school, his math teacher, Mrs. Bell, taught ratios. As an example, she chose the heaviest kid in the class and the lightest kid in the class, and had them weigh themselves. Stanley weighed three times as much as the other boy. Mrs. Bell wrote the ratio on the board, 3:1, unaware of how much embarrassment she had caused both of them.

Stanley was arrested later that day.

He looked at the guard who sat slumped in his seat and wondered if he had fallen asleep. The guard was wearing sunglasses, so Stanley couldn't see his eyes.

Stanley was not a bad kid. He was innocent of the crime for which he was convicted. He'd just been in the wrong place at the wrong time.

It was all because of his no-good-dirty-rotten-pig-stealing-great-great-grandfather!

He smiled. It was a family joke. Whenever anything went wrong, they always blamed Stanley's no-good-dirty-rotten-pig-stealing-great-great-grandfather!

Supposedly, he had a great-great-grandfather who had stolen a pig from one-legged Gypsy, and she put a curse on him and all his descendants. Stanley and his parents didn't believe in curses, of course, but whenever anything went wrong, it felt good to be able to blame someone.

Things went wrong a lot. They always seemed to be in the wrong place at the wrong time.

He looked out the window at the vast emptiness. He watched the rise and fall of a telephone wire. In his mind he could hear his father's gruff voice softly singing to him.

*"If only, if only," the woodpecker sighs,
"The bark on the tree was just a little bit softer."
"While the wolf waits below, hungry and lonely,
He cries to the moo-oo-oon, "If only, if only."*

It was a song his father used to sing to him. The melody was sweet and sad, but Stanley's favorite part was when his father would howl the word "moon".

The bus hit a small bump and the guard sat up, instantly alert.

Stanley's father was an inventor. To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck.

Stanley's father was smart and had a lot of perseverance. Once he started a project he would work on it for years, often going days without sleep. He just never had any luck.

Every time an experiment failed, Stanley could hear him cursing his dirty-rotten-pig-stealing-great-great-grandfather.

Stanley's father was also named Stanley Yelnats. Stanley's father's full name was Stanley Yelnats III. Our Stanley is Stanley Yelnats IV.

Everyone in his family had always liked the fact that "Stanley Yelnats" was spelled the same frontward and backward. So they kept naming their sons Stanley. Stanley was an only child, as was every other Stanley Yelnats before him.

All of them had something else in common. Despite their awful luck, they always remained hopeful. As Stanley's father liked to say, "I learned from failure."

But perhaps that was part of the curse as well. If Stanley and his father weren't always hopeful, then it wouldn't hurt so much every time their hopes were crushed.

"Not every Stanley Yelnats has been a failure," Stanley's mother often pointed out, whenever Stanley or his father became so discouraged that they actually started to believe in the curse.

The first Stanley Yelnats, Stanley's great-grandfather, had made a fortune in the stock market. "He couldn't have been too unlucky."

At such times she neglected to mention the bad luck that befell the first Stanley Yelnats. He lost his entire fortune when he was moving from New York to California. His stagecoach was robbed by the outlaw Kissin' Kate Barlow.

If it weren't for that, Stanley's family would now be living in a mansion on a beach in California. Instead, they were crammed in a tiny apartment that smelled of burning rubber and foot odor.

"If only, if only...."

The apartment smelled the way it did because Stanley's father was trying to invent a way to recycle old sneakers. "The first person who finds a use for old sneakers," he said, "will be a very rich man."

It was this latest project that led to Stanley's arrest. The bus ride became increasingly bumpy because the road was no longer paved.

Actually, Stanley had been impressed when he first found out that his great-grandfather was robbed by Kissin' Kate Barlow. True, he would have preferred living on the beach in California, but it was still kind of cool to have someone in your family robbed by a famous outlaw.

Kate Barlow didn't actually kiss Stanley's great-grandfather. That would have been really cool, but she only kissed the man she killed. Instead, she robbed him and left him stranded in the middle of the desert.

"He was *lucky* to have survived," Stanley's mother was quick to point out.

The bus was slowing down. The guard grunted as he stretched

out his arms.

"Welcome Camp Green Lake," said the driver. Stanley looked out the dirty window. He couldn't see a lake.

And hardly anything was green.

HOW TO ANNOTATE TEXT



Making Thinking Visible

Leave Tracks of Your Thinking

Text Annotation Basics

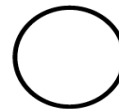


Read * Think * Stop * Jot



Underline or **highlight** the important/key ideas.

Who? Where? When? Did what? Why? How?



Circle or record words or phrases that are confusing or unknown to you.



Jot notes restating the author's ideas.

(Summarize, Question, Sketch, Explain)

Norfolk Public Schools
Science Learning in Place Plan: Grade 4 Lessons

Week 10: May 18 – 22, 2020 (Review: Plant and Animal Adaptations)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Active Reading Passage entitled “ Plant Adaptations ” and answer the color-coded questions. Students will justify their thinking by underlining evidence from the text and label underlined portion with the correct color word. Students will then answer the questions.	Students will read the Interactive Notebook Passage entitled “ Structural Adaptations ” and answer questions for paragraphs 1 – 4. Students will justify their thinking by highlighting evidence from the text.	Students will reread the Interactive Notebook Passage entitled “ Structural Adaptations ” and answer questions for paragraphs 5 - 7. Students will justify their thinking by highlighting evidence from the text. On a separate sheet of paper students will complete paragraph illustrations.	Students will read the Interactive Notebook Passage entitled “ Behavioral Adaptations ” and answer questions for paragraphs 1 – 4. Students will justify their thinking by highlighting evidence from the text.	Students will reread the Interactive Notebook Passage entitled “ Behavioral Adaptations - Behavioral ” and answer questions for paragraphs 5 - 8. Students will justify their thinking by highlighting evidence from the text. On a separate sheet of paper students will complete paragraph illustrations.

Week 11: May 25 – 29, 2020 (Review: Food Webs)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Interactive Notebook Passage entitled “ Food Webs ” and answer questions for paragraphs 1 – 5. Students will justify their thinking by highlighting evidence from the text.	On a separate sheet of paper students will complete paragraph illustrations for each individual paragraph.	Students will create a possible food webs for the Atlantic Ocean and First Landing State Park located in Virginia Beach, VA. Students will name and label the organisms as producers or consumers in each web.	Students will describe the flow of energy through one of the food webs they created during Wednesday’s lesson. The paragraph should include a topic sentence, detail sentences and essential vocabulary.	Students will analyze the “ Food Webs ” and answer the question.

Week 12: June 1 – 5, 2020 (Review: Watersheds)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the quick read on “ Watersheds ” and answer the two test prep questions.	Students will read the Interactive Notebook Passage entitled “ Virginia’s Water Resources ” and answer questions for paragraphs 2 – 3. Students will justify their thinking by highlighting evidence from the text.	Students will reread the Interactive Notebook Passage entitled “ Virginia’s Water Resources ” and on a separate sheet of paper students will complete illustrations for paragraphs 1 – 3.	Students will read the paragraph entitled “ We All Live Downstream ” and explain to a parent what the statement “ We all live downstream” means.	Students will create a T-chart identifying 3 harmful practices that effect water resources at home or school and a better practice. For example, your dad allowing motor oil to drain into the soil --- collecting the motor oil and disposing of it properly.

Plant Adaptations

The reason plants are able to survive in their environments is because of their adaptations. A plant adaptation is a unique feature a plant has that allows it to live and grow in its habitat, or place that it lives. Often, plants are adapted to one particular environment, and their adaptations make it hard for them to live in any other location. You might find a cactus in the desert, but you won't find a cactus on the tundra, even though both locations receive little rainfall each year.

The desert is very dry and often hot. Annual rainfall averages less than 10 inches per year, and that rain often comes all at the same time. The rest of the year is very dry. There is a lot of direct sunlight shining on the plants. The soil is often sandy or rocky and unable to hold much water. Winds are often strong, and dry out plants. Plants are exposed to extreme temperatures and drought conditions. Plants must cope with extensive water loss.

Plants called succulents store water in their stems or leaves; Some plants have no leaves or small seasonal leaves that only grow after it rains. The lack of leaves helps reduce water loss during photosynthesis. Leafless plants conduct photosynthesis in their green stems. Long root systems spread out wide or go deep into the ground to absorb water; Some plants have a short life cycle, germinating in response to rain, growing, flowering, and dying within one year. These plants can survive a drought. Leaves with hair help shade the plant, reducing water loss. Other plants have leaves that turn throughout the day to expose a minimum surface area to the heat. Some plants have spines to discourage animals from eating the plants for their water. Waxy coatings on stems and leaves help reduce water loss. Flowers that open at night lure pollinators who are more likely to be active during the cooler night. Some plants grow slower which requires less energy. The plants don't have to make as much food and therefore do not lose as much water.

The tropical rainforest is hot and it rains a lot, about 80 to 180 inches per year. This abundance of water can cause problems such as promoting the growth of bacteria and fungi which could be harmful to plants. Heavy rainfall also increases the risk of flooding, soil erosion, and rapid leaching of nutrients from the soil (leaching occurs when the minerals and organic nutrients of the soil are "washed" out of the soil by rainfall as the water soaks into the ground). Plants grow rapidly and quickly use up any organic material left from decomposing plants and animals. This results in a soil that is poor. The tropical rainforest is very thick, and not much sunlight is able to penetrate to the forest floor. However, the plants at the top of the rainforest in the canopy, must be able to survive 12 hours of intense sunlight every day of the year. There is a great amount of diversity in plant species in the tropical rainforest.

Some rainforest plants climb on others to reach the sunlight. Flowers on the forest floor are designed to lure animal pollinators since there is relatively no wind on the forest floor to aid in pollination. Other plants have smooth

bark and smooth or waxy flowers to speed the run off of water. Other adaptations include shallow roots to help capture nutrients from the top level of soil.

The tundra is cold year-round—it has short cool summers and long, severe winters. The tundra has a permanently frozen sublayer of soil called permafrost. Drainage is poor due to the permafrost and because of the cold, evaporation is slow. The tundra receives little precipitation, about 4 to 10 inches per year, and what it does receive is usually in the form of snow or ice. It has long days during the growing season, sometimes with 24 hours of daylight, and long nights during the winter. There is little diversity of species. Plant life is dominated by mosses, grasses, and sedges.

Tundra plants are small (usually less than 12 inches tall) and low-growing due to lack of nutrients, because being close to the ground helps keep the plants from freezing, and because the roots cannot penetrate the permafrost. Some plants are dark in color—some are even red—this helps them absorb solar heat. Other plants are covered with hair which helps keep them warm.. Certain plants grow in clumps to protect one another from the wind and cold.

Directions: Using the passage, find the text evidence for each question. Underline the evidence in the passage with the assigned color, then write your answer.

BLUE

1. What is a plant adaptation?

RED

2. Desert plants are often leafless. How is this beneficial?

GREEN

3. Even with abundant rain, rainforest soil is poor in nutrients. How does this happen?

ORANGE

4. Explain why Tundra plants grow close to the ground.

Structural Adaptations

In order to survive, all living things must be able to meet their needs for food, water, and shelter. Different body parts, or structures, and behaviors help living things meet these needs. These structures and behaviors are called **adaptations**. All living things have adaptations that help them survive, or live, in their environment. The physical characteristics that help an organism survive are called **structural adaptations**. Organisms also have behavioral adaptations, or certain kinds of activities they perform, which help them meet a life need. How do body parts and behaviors help living organisms survive? Let's find out!

First, let's look at the structural, or physical, adaptations that help living organisms survive. Structural adaptations include such things as **body color**, **body covering**, **beak type**, and **claw type**.

Body color is a very important adaptation that helps living organisms survive in different environments by blending into their environment. For example, polar bears are white. This allows them to blend into their snowy environment. A tiger's stripes and a giraffe's dark patches help them blend into the sun-speckled, grass-covered plains where they live. Most male birds are brightly colored. They use these bright colors to attract the attention of predators and to get them away from their mates and young. Can you think of other animals that use body color to survive?

Body covering is another important adaptation for survival. Animals that live in cold climates are covered in thick, warm fur. Birds are covered in fluffy down feathers that help keep them warm and catch the wind as they take flight. Turtles are covered by thick, hard shells that protect them from the dangers in their environment. Can you think of other animals that use their body covering to survive?

Beak types are another type of structural adaptation. Eagles and other birds of prey have sharp, hooked beaks that are good for ripping and tearing into the flesh of their prey. Sparrows and other seed eating birds have short, pointed beaks for cracking open seeds. What kind of beaks do ducks, pelicans and other water birds have?

An animal's **claws** are also important to its survival. Some animals, like bears, use their claws to catch and kill, while others like gophers and prairie dogs use their claws to dig tunnels underground for protection. Can you think of other animals that use their claws to survive?

Structural adaptations allow living things to survive successfully in different environments. Do you have any structural adaptations that help you survive in your environment?

SOL 4.5 Structural Adaptations

Paragraph 1

- What is important for survival?
- How do living things meet their needs?
- What are *adaptations*?
- What do adaptations do for living things?

Paragraph 2

- What are structural adaptations?

Paragraph 3

- Why is body color an important adaptation?

Paragraph 4

- Why are body coverings an important adaptation for survival?

Paragraph 5

- Why are beak types an important adaptation for survival?

Paragraph 6

- Why are an animal's claws important to its survival?

Paragraph 7

- What do structural adaptations do?

Behavioral Adaptations

In order to survive, all living things must be able to meet their needs for food, water, shelter, and protection. Different body structures (structural adaptations) and behaviors help living things meet these needs. These special parts and behaviors that help all living things survive in their environments are called *adaptations*. **Behavioral adaptations** are certain activities or actions that living things *do* to meet their needs for food, water, shelter, and protection.

Food and Water

Many living organisms have behavioral adaptations to help them get **food and water**. For instance, in desert climates, animals and insects hunt for food and water during the night and early morning hours. Some of these **nocturnal** animals include rattlesnakes, lizards, birds, foxes, and rodents. Desert animals get much of their food and water from the plant life in their environment. In a desert environment, cactus is an excellent source of water.

In cold climates, living things also adapt their behaviors to find food and water. Some animals, like squirrels, mice, and beavers, gather extra food in the fall and store it to eat during the cold winter months. Other animals get ready for winter by eating extra food and storing it as body fat. Animals that cannot adapt to changing temperatures often **migrate**. This means that they travel to other places where the weather is warmer so they can find food.

Shelter

Many living organisms also adapt their behaviors when searching for **shelter**. Snakes, bats, rodents, foxes, and skunks make their homes in cool underground dens or caves. Beavers build homes or lodges out of sticks or dig dens on the banks of ponds and streams. These homes have front entrances that are located under water for safety. Other animals find shelter in hollow trees or logs or under rocks and leaves.

Some animals like horses, sheep, and buffalo **huddle** together in open fields for warmth and shelter. Water can also serve as a good shelter for certain animals. Frogs, turtles and many fish move to the bottom of lakes and ponds for shelter. They hide under rocks, logs, fallen leaves, or bury themselves in the mud.

Protection

Animals also adapt their behavior to **protect or defend** themselves. Some animals, like the opossum, play dead when they are in danger. They know that predators will usually not eat dead animals. Rabbits freeze when they think they have been seen. They hope to blend into the environment and not be noticed by their enemies.

Many animals, like horses, cattle, and geese, **live together in groups** for protection. These animals often have signals to warn each other of approaching danger. For instance, the female white-tailed deer raises her tail up in the air and stamps her foot to signal danger. Squirrels signal danger by making loud chattering noises, while beavers slap their tails on the surface of the pond to warn when a predator such as a bear or mountain lion is near.

We now know that all living things have adaptations that help them survive in their environments. In order to survive, all living things must be able to meet their needs for **food, water, shelter, and protection**. Remember, you are a living thing, too! Think! How do you adapt to your environment?

SOL 4.5 Behavioral Adaptations

Paragraph 1

- What is important for survival?
- How do living things meet their needs?
- What are *adaptations*?
- What are behavioral adaptations?

Paragraph 2

- What are some ways living organisms use behavioral adaptations to help them get food and water?

Paragraph 3

- How do living organisms adapt their behaviors to cold climates?
- Why do animals migrate?
- What does *migrate* mean?

Paragraph 4

- How do living organisms adapt their behaviors when they search for shelter?

Paragraph 5

- What is another behavioral adaptation animals do for shelter?
- What is huddling?
- Why do animals huddle?

Paragraph 6

- What kind of behavioral adaptations do animals use to protect themselves?

Paragraph 7

- What is another behavioral adaptation that animals use to protect themselves?

Paragraph 8

- How do all living things survive in their environments?

Answers

Food Webs

We have learned that within a community of living things, energy is passed from one organism to another through a **food chain**. Some food chains are long and some are short, but **all food chains begin with a producer**.

A simple food chain might begin with grass (**producer**) which is eaten by a grasshopper (**consumer**), which is eaten by a frog (**consumer**) which eventually dies and is broken down by worms (**decomposers**).

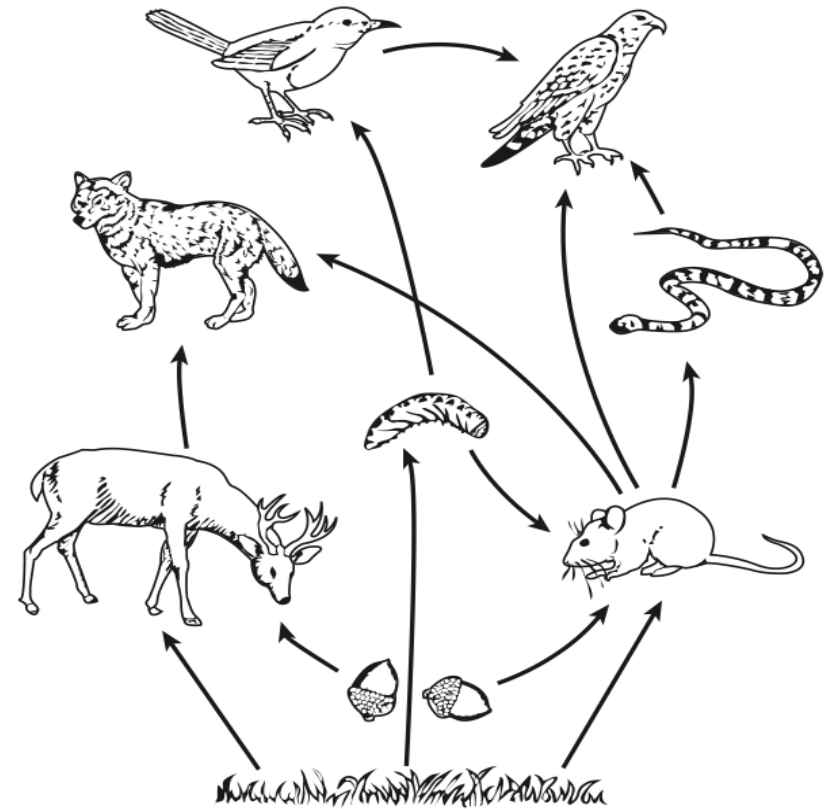
Food chains are not always so simple, however. In an **ecosystem** where living and nonliving things interact, food chains can become very complex. When food chains overlap, they are called **food webs**. Let's investigate a possible food web that could begin with an oak tree.

An oak tree produces its own food energy through the process of **photosynthesis**. Caterpillars living on the tree eat the tree's leaves for energy. Also living on the tree are beetles that eat the tree's bark for energy. Cardinals then eat the caterpillars for energy while robins eat the beetles. Squirrels eat the tree's acorns and at night become dinner for owls. As you can see, in a food web many living organisms are connected to one another **by the foods they eat and what eats them**.

What an organism eats and what eats it is called its **niche**. No two organisms fill the exact same niche, or role, in a community. In the oak tree food web, each organism has a special but very different niche in the community. For example, the caterpillars, beetles, and squirrels have different niches in the community because they eat different parts of the tree. In turn, they are eaten by different animals in the community. During its lifetime, however, an organism's niche may change. This means **that what it eats and what eats it** may change over time. How do you think the niches in the oak tree food web might change over time?

Food Webs

In this food web, which two organisms could be harmed if the mouse population were to decline? Justify your thinking.



SOL 4.5 Food Webs

Paragraph 1

- What do you know about a food chain?
- How do all food chains begin?

Paragraph 2

- What is the role of the consumer?
- What is the role of the decomposer?

Paragraph 3

- Why can food chains become complex or complicated?

Paragraph 4

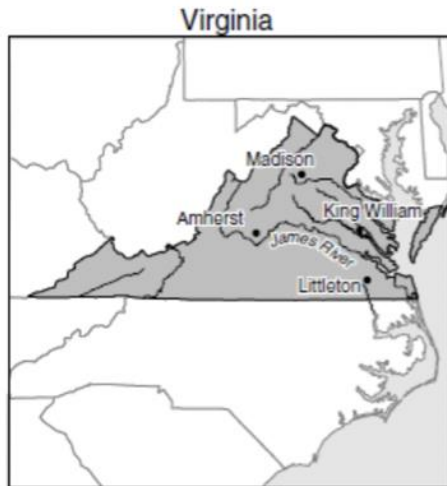
- How does an oak tree produce its food energy?
- What is photosynthesis?
- How are all the different living organisms in a food web connected?

Paragraph 5

- What is a niche?
- What can happen to a organism's niche during its lifetime?

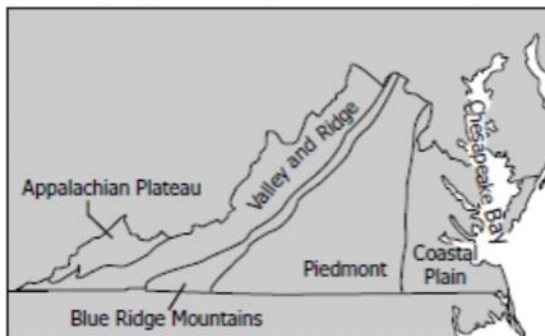
Answers

Test Prep Questions



1. Which of these towns is in the James River watershed?
- a. Amherst
 - b. Madison
 - c. King William
 - d. Littleton

Geographic Regions of Virginia



2. Which geographic region of Virginia has the least impact on the water quality of Chesapeake Bay?
- a. Coastal Plain
 - b. Piedmont
 - c. Blue Ridge Mountains
 - d. Appalachian Plateau

Watersheds

A watershed is an area over which surface water flows to a single collection place. That means that all streams and rivers in an area flow to the same spot. The materials in the water, including pollutants, add to the water flow. They affect the land the water touches, as well as plant and animal organisms.

The Chesapeake bay watershed covers about half the Virginia. Our other two major watersheds are the Gulf of Mexico and the North Carolina Sounds.

Virginia's Water Resources

The state of Virginia is rich in natural resources such as **clean water, minerals, forests, wildlife, and land**. This wide variety of resources provides the materials Virginian's need for their daily lives and their state's economy. Let's investigate the wealth of water resources found in the beautiful state of Virginia!

Virginia has over 49,000 miles of streams and rivers, 322,000 acres of lakes, 1,000,000 acres of wetlands, a huge bay and an ocean. With so much water surrounding us, every Virginian lives in an area called a **watershed**. A **watershed** is an area of land that drains into a river, lake, or wetland. Within the state of Virginia there are nine distinct watersheds. These nine are part of the **Chesapeake Bay Watershed** that covers approximately half of Virginia's land area, parts of five neighboring states, and Washington D.C. Two major watersheds that can be found in Virginia are the Gulf of Mexico Watershed and the North Carolina Sounds Watershed.

The watersheds of Virginia are important to the people and animals living there. They support thousands of species of plants, fish, and animals; irrigate the state's farmlands; provide water for thousands of homes and businesses; and serve as commercial and recreational resources for millions of people. To protect this important resource, we must be aware of what we do in our communities, homes, and backyards that will eventually make its way into our state's waterways. Think about it! We all live downstream.

SOL 4.9 Virginia's Water Resources

Paragraph 2

- Where does every Virginian live?
- What is a watershed?
- How many watersheds are there in Virginia?
- What major watershed are Virginia's nine watersheds part of?

Paragraph 3

- What is vital to the people and animals living in Virginia?
- Why are the watersheds of Virginia vital to the people and Animals of Virginia?
- How can we protect this vital resource?

We All Live Downstream

As our population increases, so does the amount of pollution that ends up in our lakes, rivers, and streams. As surface water travels over land, it picks up animal waste, litter, pesticides, grease, motor oil, and other pollutants. In turn, the pollution is carried far away from its original source. Everything we pour down the drain, or into gutters, will most likely end up in our local watershed. Even if someone upstream from us pollutes the water, it will eventually end up in our water. Sadly, our oceans become the final resting place for tons of pollution.

Math Grade 4 Learning In Place Phase 4 May 18 – June 5

Name _____	School _____			Teacher _____	
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Notes Task #1-4	Types of Lines Notes Task -Writing	Tasks: Scavenger Hunt, Write, Share	Task: Draw and Mark	Weekly Review
Week 2	Probability	Probability	Data	Data Tasks 1 and 2	Weekly review
Week 3	Patterns Notes Task: Find a Rule	4.15 Patterns Task	4.15 Patterns	Algebraic Relations	Algebraic Relations

Day 1 - Focus: 4.10a

Vocabulary: point, line, line segment, ray, angle, endpoint, vertex

Notes:

Point – exact location in space; name a point with a capital letter

Example: • “point A”

A

Line – a collection of points that goes on & on infinitely (forever) in both directions; name a line using at least two points on the line Example: “line JK”



Line Segment – part of a line with two endpoints; name a line segment using the endpoints

Example: “line segment PX”

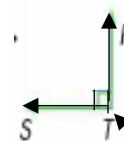


Ray – part of a line with one endpoint and extends infinitely (forever) in one direction; to name a ray name the endpoint first and then another point on the ray

Example: “ray BY”



Angle – formed by two rays connected at a common endpoint called the vertex; name an angle using three letters (one point on a ray, the vertex, and a point on the second ray) or using just the letter on the vertex, or a number written inside the rays of the angle Ex. “angle STP”



vertex;
point on
inside the

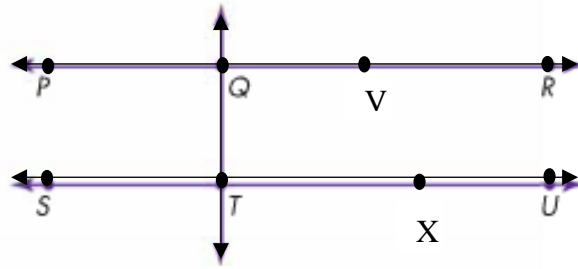
Vertex – the point at which two lines, line segments, or rays meet to form an angle

In \angle STP (read as “angle STP”), T is the vertex.

vertex

Task: Use the diagram to complete numbers 1-4.

1. Name 4 right angles.
2. Name 4 rays.
3. Name 4 lines.
4. Name 4 line segments.



Day 2 - Focus: 4.10b

Vocabulary: point, line, line segment, ray, angle, endpoint, vertex

Notes:

Line – a collection of points that goes on & on infinitely (forever) in both directions; name a line using at least two points on the line Example: “line JK”



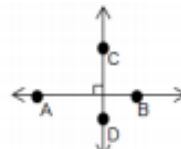
Intersecting Lines – lines that have one common point



Remember, the upside down T symbol means “is perpendicular to.”

Perpendicular Lines – lines that intersect and form four right angles

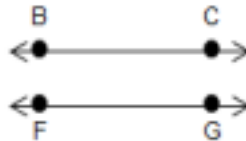
The symbol for perpendicular is \perp .



$\overline{AB} \perp \overline{CD}$

Parallel Lines – lines that never intersect

The symbol for parallel is \parallel .

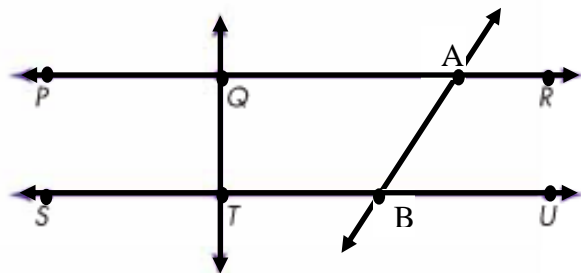


$\overline{BC} \parallel \overline{FG}$

Remember, this symbol means “is parallel to.”

Task: Use the diagram to complete the writing. Write ON ANOTHER SHEET OF PAPER.

Using the diagram, write a paragraph about lines shown. Write about the similarities and differences of the lines. Be sure to include words intersecting, perpendicular, and in your writing and identify each line discussed by naming it properly. Remember include a title, use proper punctuation, and capitalization. It would be impressive if you could include some diagrams showing the perpendicular and intersecting lines using the parallel and perpendicular symbols as a text feature.



the
the
parallel
to

To help with your writing, think about the following before beginning your paragraph.

Which two lines are parallel? Which two lines are perpendicular to line QT? Which line intersects but isn't perpendicular to the line it intersects? Is there more than one pair of intersecting lines that don't form 4 right angles?

Day 3 - Focus: 4.11

Notes: Characteristics of solid figures you need to know as a 4th grader.

Solid Figure	# of Faces	Shape of Faces	# of Edges	# of Vertices
Cube	6	Squares	12	8
Rectangular Prism	6	Rectangles	12	8
Square Pyramid	5	Square/Triangles	8	5
Sphere	0	N/A	0	0

Tasks: Scavenger Hunt – You can do this by yourself or with your family members. Person with the shortest hair says, “Go!” and everyone looks around the house to find an example of one of the solid figures listed in the table. Identify the vertices, faces, edges and angles on each. Repeat as many times as you want, but each time you have to find a new example.

Write: Use the notes above to write a paragraph describing one of the solid figures you found. Use vocabulary words like cube, rectangular prism, square pyramid, vertices, vertex, faces, edges, and shape. Remember to include a title, use proper punctuation, and capitalization. Once you are finished, read it to a family member or friend. Write on another sheet of paper.

Day 4 - Focus: 4.12

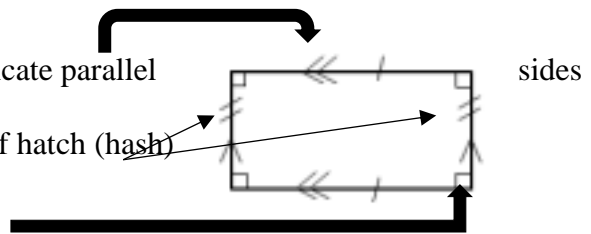
Notes:

- A quadrilateral is a polygon with four sides.
- A parallelogram is a quadrilateral with both pairs of opposite sides parallel and congruent.
- Congruent figures have the same size and shape. Congruent sides are the same length.
- A rectangle is a quadrilateral with four right angles, and, opposite sides that are parallel and congruent.

The **geometric markings** shown on the rectangle indicate parallel

with an equal number of arrows . Congruent sides are indicated with an equal number of hatch (hash) marks.

A square is drawn for each angle that is a right angle.



- A square is a rectangle with four congruent sides and four right angles.
- A trapezoid is a quadrilateral with exactly one pair of parallel sides.
- A rhombus is a quadrilateral with four congruent sides. Properties of a rhombus include the following: – opposite sides are congruent – opposite sides are parallel – opposite angles are congruent

Task: Artists get ready! Gather your colored pencils, crayons, markers, glitter glue, or just your pencil, and let's draw some math! Use the notes above to draw each quadrilateral listed below. Afterwards, use the **geometric markings** notes above to mark parallel sides, congruent sides, and right angles. When you finish, teach someone in your home about quadrilaterals and the geometric markings.

- 1) Draw three quadrilaterals that aren't rectangles.
- 2) Draw two parallelograms. One must not be a rectangle.
- 3) Draw three rectangles, including one that is a square.
- 4) Draw 3 trapezoids. Make all three look different but still have exactly one pair of parallel sides.
- 5) Draw 4 rhombuses (or rhombi). Only one can be a square. Be creative with the other three while remembering each must have four congruent (same length) sides.

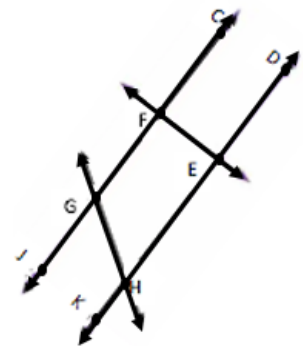
Day 5 – Weekly Review 4.10, 4.11, 4.12

Complete each to show off your math skills!

A. Using Diagram 1, identify & name a point, line, line segment, ray, and angle.

- | | |
|-----------------------|---------------|
| 1. point _____ | 2. line _____ |
| 3. line segment _____ | 4. Ray _____ |
| 5. angle _____ | |

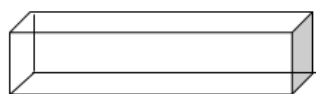
Diagram 1



B. Use Diagram 1 to complete the next 3 problems.

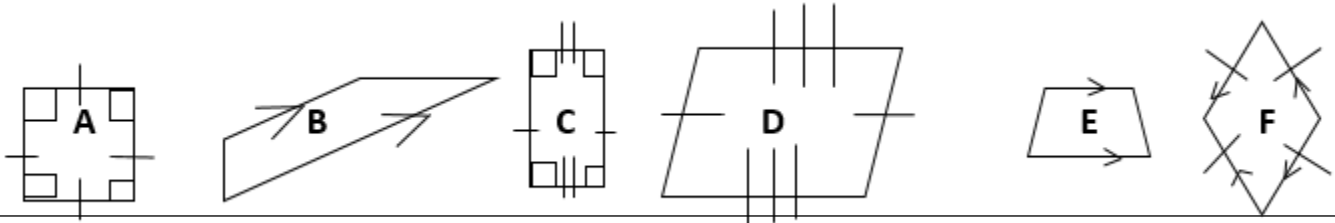
6. \overleftrightarrow{GH} intersects _____.
7. \overleftrightarrow{DK} is perpendicular to _____ or $\overleftrightarrow{DK} \perp$ _____.
8. \overleftrightarrow{JC} and \overleftrightarrow{KD} are _____ lines or $\overleftrightarrow{JC} \parallel \overleftrightarrow{KD}$.

9. Color the vertices on this figure red. Color the edges green. Color the faces blue. Name the figure. Don't have crayons? Make an x on the vertices. Draw a squiggly line on each edge. Color the faces with your pencil.



C. Use the shapes at the bottom of the page. Write the correct letter under each quadrilateral name in the table. You may use the letters more than once. The number in the () tells you how many letters should be written under each quadrilateral name.

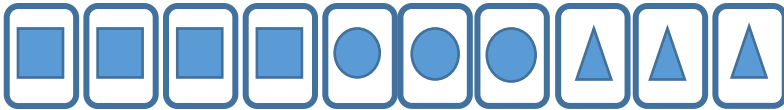
Parallelogram (4)	Rectangle (2)	Trapezoid (2)	Rhombus (2)



Day 1

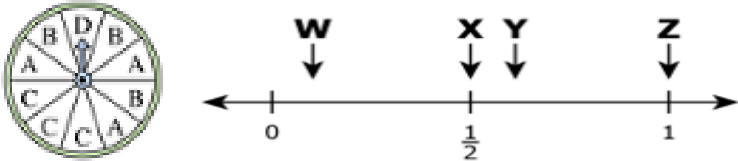
4.13 Probability

1. The cards below have shapes on them. What is the probability of choosing a card with a square without looking?



- A. $\frac{4}{3}$ B. $\frac{4}{6}$ C. $\frac{4}{10}$ D. $\frac{4}{8}$

3. The probability of spinning the spinner once and landing on D would be best described by which letter?



5. A bag of straws has 3 orange straws, 8 blue straws, 2 yellow straws, and 1 green straw. What is the likelihood of choosing a blue straw without looking?

- A. Unlikely B. Equally likely C. Likely D. Certain

2. Jane has tulips in her garden.

- 5 are yellow
- 3 are red
- 4 are purple

What is the likelihood of picking a red or purple tulip from the garden without looking?

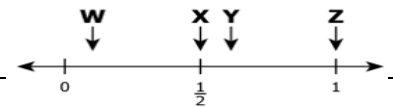
- A. Impossible C. Likely
B. Unlikely D. Certain

4. If one piece of candy is shaken out of the box, what is the probability of a lemon piece being shaken out?

- A. $\frac{4}{12}$ B. $\frac{5}{12}$
C. $\frac{3}{12}$ D. $\frac{5}{7}$

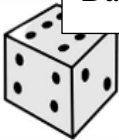


6. Circle the letter below that is pointing to a probability that shows likely?



Day 2 Probability

Are these games fair or unfair?



Think about a standard 6-sided die. Read each game. Circle fair, if the game is fair or unfair if the game is an unfair game. Explain why you chose your answer.



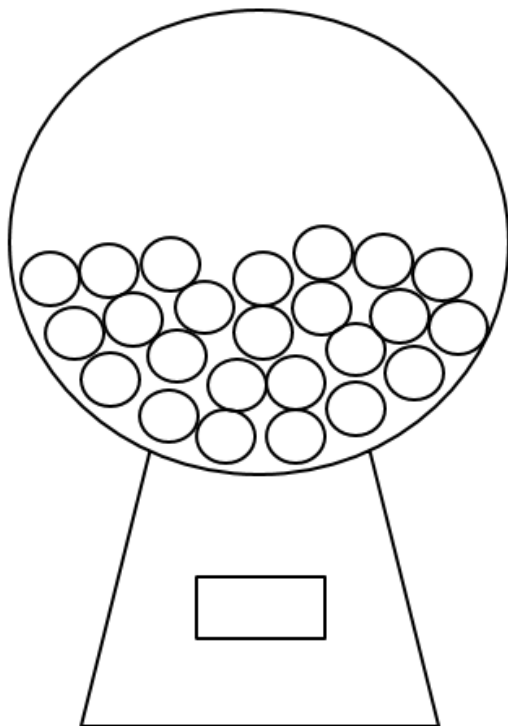
Player A wins if 1,3, or 5 is rolled.	Fair	Unfair	
Player B wins if 2, 4, or 6 is rolled?			
Player A wins if numbers < 4 are rolled.	Fair	Unfair	

Player B wins if numbers > 4 are rolled.		
Player A wins if even numbers are rolled.	Fair	Unfair
Player B wins if odd numbers are rolled.		
Player A wins if 4, 5, or 6 is rolled.	Fair	Unfair
Player B wins if 1, 2, or 3 is rolled.		

Gumball Machine

Directions: Use the clues below to color the gumballs in the gumball machine that is shown below. Use crayons to color each gumball or write the initial of each color inside the circle, for an example “r” for red.

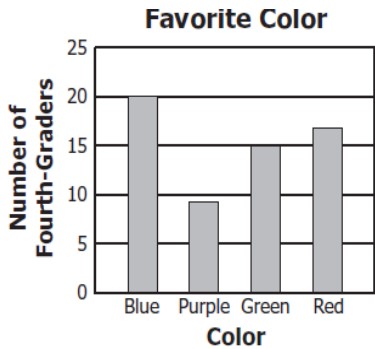
- There are 24 pieces of gum inside the machine.
- The probability of getting a red piece of gum is $\frac{6}{24}$.
- There are only 5 different colors of gum in the gumball machine.
- The probability of getting a yellow piece of gum is equally likely to getting a blue piece of gum.
- The probability of getting a green piece of gum is $\frac{7}{24}$.
- The white gumball is an odd amount and is the least likely to get.



Color of Gumball	Probability Fraction
Red	$\frac{6}{24}$
Yellow	
Green	$\frac{7}{24}$
Blue	
White	

4.14 Data Investigations

1. Kourtney asked all of the fourth graders in her school to name their favorite color. Each fourth grader names on color. The bar graph below shows the results.

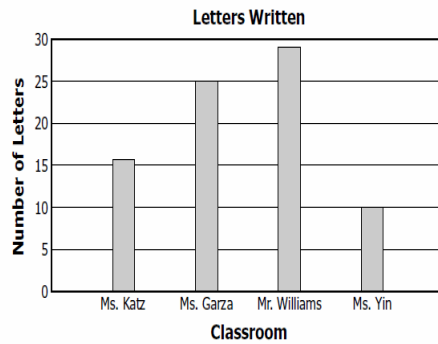


How many more students voted for blue than purple?

- A. 20
- B. 29
- C. 11
- D. 9

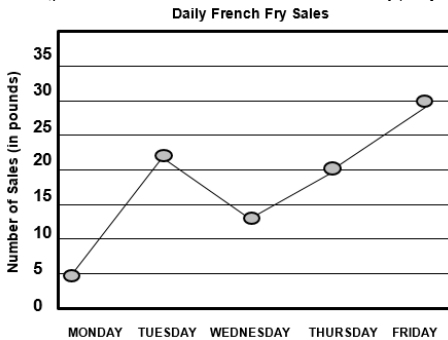
How many students voted for green or red?

2. This bar graph shows the number of letters written by students in the four third-grade classrooms.



- A. Which two classrooms combined wrote 26 letters?
- B. How many more letters were written by Ms. Gaza's class than Ms. Yin's class?
- C. How many total letters did third grade write?

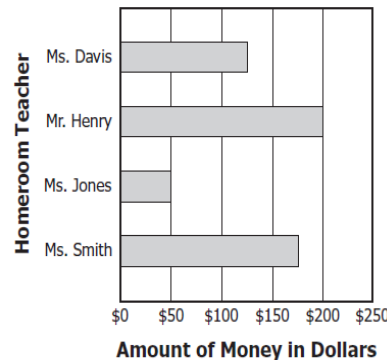
3. A restaurant tracked how many pounds of French fries they sold for one week in the graph below.



Between which two days did the restaurant have a decrease in sales?

- A. Monday and Tuesday
- B. Tuesday and Wednesday
- C. Wednesday and Thursday
- D. Thursday and Friday

4th-Grade Fundraiser



Based on the graph, which statement is true?

- A. Mr. Jones's class earned more than any other class.
- B. Ms. Davis' class earned more than twice the amount of Ms. Henry's class
- C. Mr. Henry's class earned four times more the amount of Ms. Jones' class.
- D. Ms. Smith's class earned less than Ms. Jones' class.

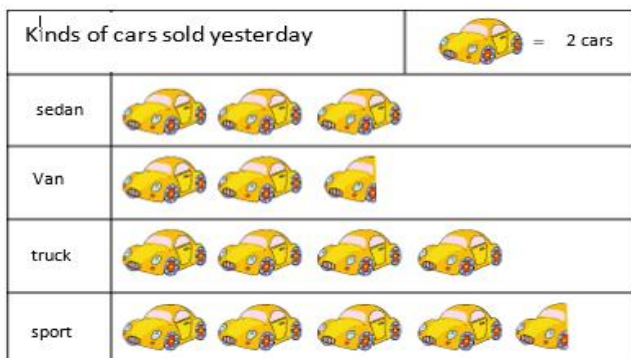
Day 4

Task 1: On another sheet of paper, choose one set of data to create the line graph that correctly represents the data. Remember to include all parts of the graph – title, label and increment for the x axis, label and increment for the y axis. Write two questions a friend could answer using the line graph.

Wawa tracked how many milkshakes the store sold per month	
February	75
March	120
April	60
May	55
June	115
July	125
August	130

A movie theater tracked the number of tickets sold	
Monday	200
Tuesday	180
Wednesday	150
Thursday	170
Friday	240
Saturday	250
Sunday	205

Task 2: Use the pictograph to create a bar graph that shows the same data on another sheet. Remember to include all the parts of a bar graph and leave a space between the bars. Respond to the questions.



Complete each sentence on another sheet of paper.

1. The pictograph and bar graph are similar _____.
2. The pictograph and bar graph are different _____.
3. I prefer to look at the pictograph/bar graph (choose one) because _____.

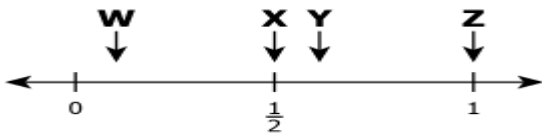
Write 2 questions that can be answered by analyzing the bar graph.

Weekly Review. Complete the questions below.

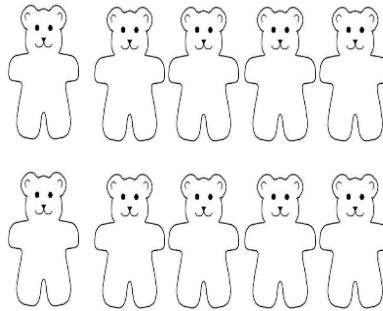
Garret has pieces of gum in a bag.

- They are strawberry, grape, and lime flavored
- All the gum pieces are the same size
- Garret is least likely to select a grape piece out of the bag without looking

Circle the letter that best represents the probability Garret will select a grape piece?



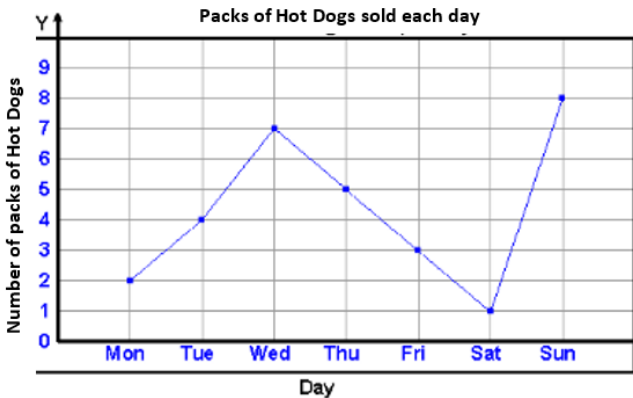
A box contains 10 colored bears that are the same size and same shape. Julia will pick one bear from the box without looking. Color 10 bears in the box to show the likelihood of picking a red bear is unlikely.



Blue Green

Red Yellow

Plaza Little League recorded the number of packs of Hot Dogs sold at the concession stand for a week.



Between which two days was there an increase of 3 packs of hot dogs?

What the difference in the number of packs of hot dogs sold on Sunday compared to the number sold on Thursday?

Day One - Patterns

Focus: 4.15

Notes: If you have a calculator at home, use it! Yes, for pattern problems it is okay!

How do you find a rule?

- Look at the input number compared to the output number.
- Look at the other columns and try your rule to be sure it works for each pair of input/output numbers.

Example: Rule ?

Consider 57 and 50. 57 is greater than 50, so rule out addition. Subtract 57 – 50 to find out how much more 57 is than 50. 57 is 7 more than 50, so the rule is subtract 7.

Input	57	28	10
Output	50	21	3

Task: Find the rule for each input/output table. Show your work on another sheet of paper.

Rule:

Input	24	28	31	36
Output	11	15	18	23

Rule:

Input	17	41	86	93
Output	21	45	90	97

Rule:

Input	7	10	15	19
Output	32	35	40	44

Rule:

Input	52	47	40	36
Output	44	39	32	28

Notes: If you have a calculator at home, use it! Yes, for pattern problems it is ok to use

Example: Rule ?

Input	3	6	8
Output	24	48	64

Consider 3 and 24. 24 is greater than 3, so rule out subtraction. Find out how much greater 24 is than 3. 24 is 8 times more than 3, so the rule must involve multiplication. Look at the other two columns of numbers and compare them to be sure your rule works for each pair of input/output numbers. The rule is multiply by 8.

Task: Find the rule for each input/output table. Use the rule to fill in any missing numbers.

Rule:

Input	6	7	8	9
Output	48	56	64	72

Rule:

Input	4	6	8	11
Output	16	24	32	44

Rule:

Input	6	8	11	12
Output	12	16	22	

Rule:

Input	4	6	10	12
Output	20		50	60

Rule:

Input	4	7	9	12
Output	28	49		84

Rule:

Input	6	8	11	12
Output	18		33	36

Task: 4.15 Checkpoint **Don't forget to use your calculator!**

Look at the pattern. What comes next?

3, 5, 4, 6, 5, _____, _____, _____

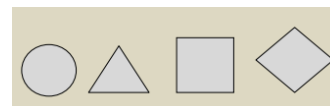
Find the rule & complete the table.

In	Out
12	120
13	130
14	
15	

What are the next three figure in this pattern?



Use the shapes to create a pattern that extends at least six total shapes. Name your pattern using numbers, letters, and words. You may use shapes more than once.



Day 4 Algebraic Relationships

Focus: 4.15

As a fourth grader, you have to be able to use the equal symbol ($=$) and the not equal symbol (\neq) to represent (show) the relationship between two expressions.

Examples: $4 \times 3 = 2 \times 6$ because each side (or expression) equals a total of 12.

$3 \times 4 = 12 \times 3$ because 3×4 totals 12 and 12×3 totals 36 and 12 does not equal 36.

Remember, the (\neq) sign means that the values on either side are equivalent (balanced).

*Use a calculator if you have one.

Task: On another sheet of paper- Write 10 equations to represent the relationship between two equivalent (balanced) math expressions that total 15 on each side. You may use addition, subtraction, multiplication, or division. I've given you two examples. Challenge: You make ten more. Optional: Is your family bored? See how many equations you can make combined as a family! *My examples:* $8 + 7 = 20 - 5$ $5 \times 3 = 10 + 1 + 1 + 1 + 1 + 1$

Challenge: Now write 5 equations that are not equal to 15 using the not equal sign (\neq).

Example: $15 \neq 18 \div 6$ because 18 divided by 6 is 3 and 15 does not equal 3.

Day 5- Algebraic Relationships

Focus: 4.16

Notes: If you have a calculator at home, use it! Yes, for balancing equations it is okay!

Task: Checkpoint 4.16

Directions: Draw an arrow from an equation on the left to an equation on the right to make an equivalent relationship. You must draw one arrow to and from each box.

2. Which statement is a correct equivalent equation? Circle the correct rectangle.

12 + 12

10 + 5

13 + 6

8 + 7

20 + 4

9 + 10

$4 + (7 + 4) = (8 + 2) + 6$

$6 \times (4 \times 3) = (6 \times 4) \times 3$

$2 \times (4 \times 3) = 2 + (4 + 3)$

3. Directions: Circle the rectangle you want to select. Which statement is a correct equivalent equation?

$4 + (3 + 2) = 1 + (5 + 3)$

$3 + (3 + 2) = 2 + (5 + 2)$

$4 + (3 + 2) = 1 + (5 + 2)$

Optional Bonus: Write 2 other names for a rectangle. Refer back to your Week 5/18 Notes, as necessary. Still want to do more? If so, write a paragraph explaining the properties of the two words you wrote down and why the rectangle is an example of each. Remember a title and use proper punctuation and capitalization.

MUSIC

4th Grade Learning in Place May 18-22

Name _____ Teacher _____

Dynamics

Read the story. Write a short ending for it. Label the dynamic markings. Add and label dynamics to your ending. Then read it out loud while performing all the dynamic markings.

One day, as I was walking down the hall in my school, I met a strange
mf
creature. It had two heads, four arms, and an antenna on one of its
p
heads. This small being looked kind of cute because of its green skin
mp
with orange dots. I wasn't scared at all!

I watched the creature come toward me. "Hi," I said, "Would you like
mf
to meet my teacher?"

The creature did not answer but moved closer and closer to me.
mp

"Stop," I shouted. "Who are you?"
f

"I have been sent by the powers that be to see how things are. I have
p
been sent by the powers that were to see how things...." Interrupting,
mf
I said, "I have been sent by my teacher to get something from the office.
I have to get back to my classroom or Mr. Jones will be angry. Move
f
aside, please."

I ran back to my classroom as fast as I could. As I entered the room,
mf
Mr. Jones said, "What took you so long?"

"Oh, nothing. You might say that I...."

Dynamics Vocabulary

p = piano = soft *mp* = mezzo piano = medium soft *mf* = mezzo forte = medium loud *f* = forte = loud

 = *crescendo* = get louder  = *decrescendo* = get softer

MUSIC
4th Grade Learning in Place May 25-29 and June 1-5

Name _____ Teacher _____

Self-Created Music Word Search

Directions: Listen to your favorite song(s). What did you hear? What music elements did you enjoy or dislike? Write down the music vocabulary words you think of in the word key at the bottom of this page. Then use those words to fill in the template below horizontally, vertically, or diagonally—but not backwards. Finally, fill in the rest of the boxes with random letters. Have a family member complete your word search!

Word Key

MUSIC
4th Grade Learning in Place May 25-29 and June 1-5

Name _____ Teacher _____

Sample Word List for Music Word Search

Steady Beat	Natural
Tempo	Fermata
Andante	Treble Clef
Allegro	Bass Clef
Meter	Staff
Time Signature	Double Bar Line
Dynamics	Repeat Sign
Piano	Introduction
Forte	Coda
Mezzo Piano	Interlude
Mezzo Forte	Composer
Crescendo	Conductor
Decrescendo	Baton
Quarter Note	Symphony
Quarter Rest	Orchestra
Eighth Note	Strings
Eighth Rest	Brass
Half Note	Woodwinds
Half Rest	Percussion
Rhythm	Instruments
Pitch	Triangle
Melody	Tone Block
Harmony	Maracas
Accompaniment	Drums
Staccato	Recorder
Legato	Chorus
Tie	Unison
Slur	Round
Sharp	Canon
Flat	Solfege

Elementary Art Packets

May 18- June 5

*Please select one prompt from the list below to create a piece of art each week.

Are you looking for more art ideas?

Silly Drawing Prompts

Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.
6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.

8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.



STUDENT TRAINING PACKS

OPENPhysEd.org

Practice Plan Number 1

Write 3 different words that you would use to help you describe Field Day.

1.
2.
3.

Before you practice any of the 5 events below, which activity do you think you'll like the most and why?

Event Name	Practice Day 1		Practice Day 2		Rate 1 thru 4 1 = Not Fun 4 = Most Fun
	Score 1	Score 2	Score 1	Score 2	
Paper Plane Corn Hole					
Wind Bowling					
Sock-er Skee-Ball					
Towel Flip Challenge					
Milk Jug Relay					

Now that you have practiced these events, which activity did you like the most and why?

PAPER PLANE CORN HOLE

Get Ready: You'll need 3 paper sheets per player, a bucket or laundry basket.

Get Set: Create 3 paper airplanes using a design of your choice. Place your bucket 5-10 feet away from your throwing line.

GO!

- This event is called Paper Plane Corn Hole.
- The object of the game is to score points by throwing your paper airplane into your bucket. You have 1 minute to score as many as possible.
- Design and create 3 paper airplanes.
- On the start signal, fly your airplanes as many times as you can toward your bucket.
- Score 1 point for every plane that hits the outside of the bucket and 2 points for every plane that lands in the bucket.
- Write your score down on the official Field Day Score Card.



OPEN



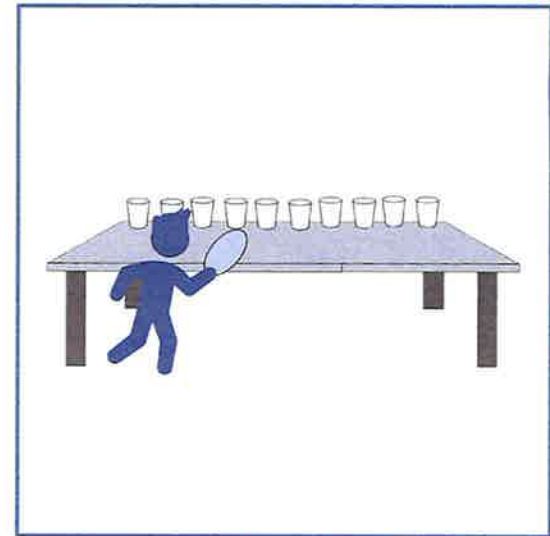
WIND BOWLING

Get Ready: 1 Balloon (or Paper Plate), 10 Plastic Cups

Get Set: Set 10 empty plastic cups at the edge of a table in single file along the edge.

GO!

- This event is called Wind Bowling. The object of the game is to knock all the cups off a table edge using only the air from the balloon or paper-plate fan.
- You'll do that by blowing the balloon up and aiming the escaping air towards the empty plastic cups. If you don't have a balloon you can wave the paper plate like a fan with the fan's air hitting the cups.
- Score a point for every cup that gets knocked off the table.
- You have 1 minute to knock down as many cups as you can.
- Write your score down on the official Field Day Score Card.



OPEN

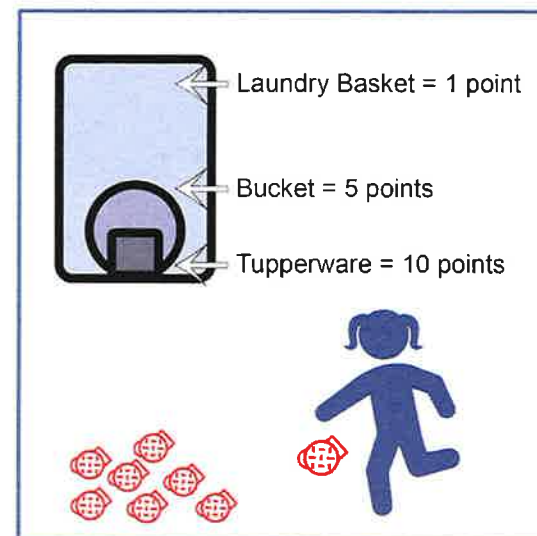
SOCK-ER SKEE-BALL

Get Ready: 10 sock balls, 1 Laundry Basket, 1 Bucket, 1 Tupperware container

Get Set: Roll up the socks to make sock-balls. Stack the targets into skee-ball formation with the Tupperware inside the bucket and the bucket inside the laundry basket.

GO!

- This event is called Sock-er Skee-ball. The object of this game is to score points by kicking the sock ball into the skee-ball targets.
- You'll do that by using your feet to kick the sock ball into the target.
- Score 1 point for every sock ball that lands in the laundry basket.
- Score 5 points for sock balls in the bucket.
- Score 10 points for sock balls in the Tupperware container.
- You get 10 chances to score as many points as you can.
- Write your score down on the official Field Day Score Card.



OPEN



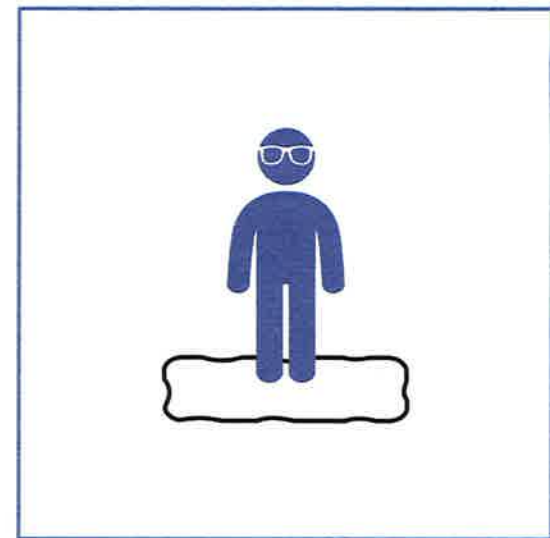
TOWEL FLIP CHALLENGE

Get Ready: 1 large beach or bath towel

Get Set: Lay your towel out flat on your floor and stand on it.

GO!

- This event is the Towel Flip Challenge. The object of this game is to flip the towel as fast as you can without stepping off of it.
- You can take small steps from one part of the towel to another. However, you can only move it when you have both feet firmly in place on top of the towel.
- The towel must be flat at the start and flat at the finish.
- You have 1 minute to complete the challenge.



OPEN

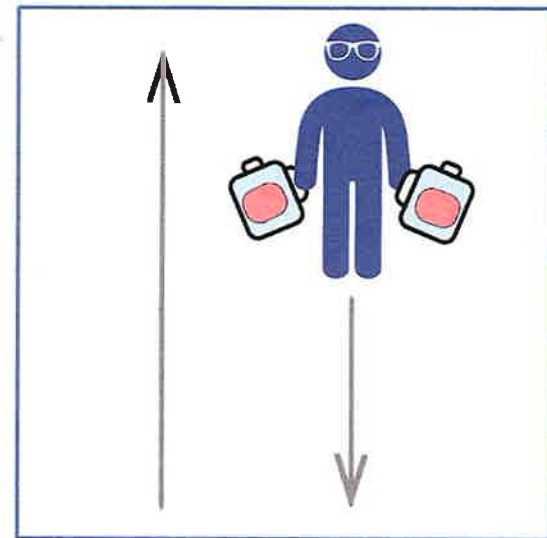
MILK JUG RELAY

Get Ready: Two 1-Gallon Milk Jugs, Items to Mark Start/End Points (cones, socks, plastic cups, etc.), Clock or Stopwatch

Get Set: Set up an area to move in by making a starting point and ending point. Distance can be 15 to 30 walking steps from beginning to end. Fill two used 1-gallon milk jugs with water ($\frac{1}{4}$, $\frac{1}{2}$, or full) and place at a start spot.

GO!

- This event is called the Milk Jug Relay. The object of this game is to carry the milk jug across the room as many times as you can.
- You get 1 point for each full length you travel.
- Add extra challenge by carrying two milk jugs at once.
- You have 1 minute to complete the challenge.
- Write your score down on the official Field Day Score Card.



OPEN



Grade 4: Gifted Opportunities

Gifted Education & Academic Rigor Services

May 18 – June 5

Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your Gifted Resource Teacher. If your brain needs more, then do the STEM challenge for an extra brain boost! Enjoy!

Subject	Week 10 May 18 - 22	Week 11 May 26 - 29	Week 12 June 1 - 5
Math	Did you know that the white dots on dominoes are called pips? Miss Amico's grandparents have a set of dominoes with 0 - 9 pips on them. Dominoes we have in our classroom have 0 - 6 pips on them and come 28 in a set. How many dominoes come in a set with 0 - 9 pips on them?	An ant is at the bottom of a 12 foot deep well and is trying to get to the top. During the day he climbs 4 feet up but at night he slides back 2 feet. How long does it take for him to get out of the well? Explain your solution with words and a drawing.	For my birthday I received some wonderful birthday cakes! There was one cake that had many different flavors all in one cake! The cake was four twelfths chocolate, and the rest was carrot and yellow cake, but not in equal amounts. What could this deluxe birthday cake look like? How do you know? Remember to use as much math language as you can.
Communication Skills /Reading	Write a paragraph that includes twenty words with double vowels. Examples: <i>poodle, peep, needle.</i>	Write a newspaper story that includes the following words: <i>cantaloupe, toothpaste, guitar, flashlight, flip-flops.</i> Remember that newspaper stories answer who, what, when, where, why, and how.	Write a conversation that might take place between two people who are unlikely to ever meet. For example, you might have a movie star talk to your teacher, or your mom talk to your favorite sports player.
STEM Challenge	Think of a fictional book or story you are reading now, or one you recently finished. What was the main problem in the book/story. Draw a blueprint to design something that would help solve the problem.	Use objects around your home to design a musical instrument. Test your instrument to discover what sounds it makes. Make adjustments to improve the sound. Record your changes and observations.	Build something of your own design with blocks, Legos, or other common items in your home. When you finish, write the steps that someone else would need to follow to recreate your design.

Don't forget to read every day! Your brain will thank you 😊.

Online Resources for ESL Families

English learning websites are a great way to learn. This list of websites can be used by your family to learn English and learn to read in English. Please go to the websites to find reading opportunities, educational activities, and English learning games. Use these tips to help your child learn English:

- Read in your native language or in English everyday!
- Have your child keep a vocabulary journal of new words they read or hear. Use the new words to write sentences and stories. Draw pictures to go with the new words.
- Watch educational shows in English on TV. Ask your child to write down 3-5 new English words in their journal each day.
- Talk to your child in your native language (ie: Spanish). Tell your child stories and sing songs. Talking and listening in any language builds vocabulary and background knowledge. A strong vocabulary is important for reading success.
- Playing together as a family is important to build language and a strong family bond. You can play games on the computer, play board games, or play together outside. Have fun and build language at the same time.
- When it is safe, take family trips in the community. Going for a walk or going to stores creates many opportunities to talk together and build vocabulary using the world around you.

For more information about how to help your child learn English and your native language, go to <https://www.colorincolorado.org/>.

Websites for ESL Families

Reading - eBooks:

Elementary: <https://abdodigital.com/?tk=414F33301B8E136DEE3F0A93BF1795E1>

Secondary: <https://abdodigital.com/?tk=840BC558E6676AB1F4C9FA29D8EC6D69>

TumbleBooks K-12: <https://www.tumblebooks.com/>

TumbleBookLibrary (k-6)	Username: tumble735	Password: books
TumbleMath (k-6 math)	Username: tumble2020	Password: A3b5c6
TeenBookCloud (6-12)	Username: tumble2020	Password: A3b5c6

Reading - Audio books:

<https://www.tumblebooklibrary.com/>

Kid to Adult Audio books	Username: tumble2020	Password: A3b5c6
--------------------------	----------------------	------------------

<https://www.uniteforliteracy.com/>

<https://www.myon.com/school/readathome>

School Name: Read at Home	Username: readnow	Password: myon
---------------------------	-------------------	----------------

Beginning Reading, Grammar & Games:

<https://www.starfall.com>

<https://www.abcya.com/games/tangrams>

<https://pbskids.org/games/music/>

<https://esl-kids.com/>

Spanish Literacy:

<https://www.spanishplayground.net/online-spanish-stories-kids/>