Norfolk Public Schools
The cornerstone of a proudly diverse community

4th Grade

Phase II
April 6 to April 24, 2020

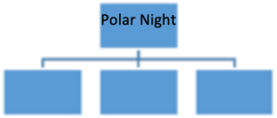
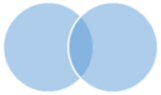
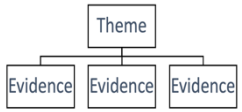
Name:	
School:	
Grade Level:	**Teacher:**

NPS Curriculum & Instruction

#NPS LITERACY
STRATEGIC.
AUTHENTIC.
ENGAGED.

NPS Learning in Place English
Grade: Fourth Grade

READ 14.2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4	Read ***Sunrise, Sunset…or Not?*** Stop after each paragraph and create a heading. Complete the main idea and details graphic organizer about the passage.  *Write a paragraph to explain the phenomenon of polar night. Include a topic sentences, 3 detail sentences and a closing.*	Read ***The Ever-Changing Sky*** Stop after each paragraph and create a heading. Create a diagram showing the phases of the moon as described in the text. *Pretend you are an astronomer. For 2-3 nights, keep a journal as you observe the night sky. In pictures and in words, describe what you see.*	Reread ***Sunrise, Sunset…or Not?*** *and* ***The Ever-Changing Sky*** Complete a Venn diagram comparing the two texts.  *Write an explanation of how the sun and the moon are alike and different in relation to the earth.*	Read ***Sojourner Truth*** Stop after each paragraph and circle the two most important words in each paragraph. Create 5 questions that could be answered from reading this text. *Based on the key life events in the text, create a time line of Sojourner Truth's life.*	Reread ***Sojourner Truth*** Stop after each paragraph and write a one sentence summary. *Identify at least two points the author is trying to make in this text. What evidence did the author use to support his claim or idea? Write a paragraph to explain your answer.*
	Read 14.2 Read a book of choice and record it on the reading log each day.				
Week 5	***Spring Break April 13-17***				
Week 6	Read ***Cheri*** Visualize It! Draw a picture that shows what the poem is about. *Write a paragraph about the theme of this poem. Include details from the poem that support your answer. Use this graphic organizer to plan your writing.* 	Read ***Summertime Sharing*** Visualize It! Draw a picture that shows what the poem is about. *How are* ***Cheri*** and ***Summertime Sharing*** the same? How are they different? *Complete a Venn Diagram about the poems and write a paragraph in your journal to explain.*	Read ***Grandma's Visit*** Complete the assignment at the bottom of the poem. *Draw a picture of an image the poem* ***Grandma's Visit*** *helped you to create. Write a paragraph explaining how the author's words helped you to create that image.*	Read ***To Manga, My Hamster*** What message is the speaker in this poem trying to express? Write 4-5 sentences explaining what this poem is about. Use text evidence to support your answer. *Write a poem to your pet or about a pet you wished you had. Use* ***To Manga, My Hamster*** *as a model.*	Read ***Waiting Room Zoo*** After reading each stanza, draw an emoji image to show the speaker's feelings. How does the speaker's feelings change throughout the poem? Write 4-5 sentences to describe how the speaker of the poem is feeling and why.
	Read 14.2 Read a book of choice and record it on the reading log each day.				

READ 14.2 READING LOG			
Date	**Number of Pages Read**	**Title**	**#summary**
3-12-20	10	*Cinderella*	#mistreatedgirlmeetsprincelosesshoeandliveshappilyeverafter

Sunrise, Sunset…or Not?

by: ReadWorks

The sun is a wonderful thing for Earth. It is a star that heats the planet and makes life on Earth possible. In addition, its light shines onto the planet. It is Earth's ultimate source of energy.

Summer days may be longer than winter days, but for most people, the sun seems to do the same thing each day: it appears to come up in the east for the day, and it appears to go down in the west for the night. The sun looks like it rises in the east and sets in the west because of how the earth spins in space. It spins toward the east, or counterclockwise. This means that when most people look at the sky in the morning, the sun will first appear in the east.

The earth takes 24 hours to complete one turn. For most places on Earth, there is a daytime and nighttime every 24 hours. But in some places for many days at a time, the sun might stay up in the sky, or it might not even come up above the horizon.

In some parts of the world, the sun can be up in the sky for months. During part of the spring and summer in Earth's Northern Hemisphere, the Northern Hemisphere is tilted towards the sun so much that the sun in northern Alaska, which is located in the Arctic Circle, never goes below the horizon. The Arctic Circle is an area at the top of the earth. In Barrow, Alaska, the sun doesn't set for almost three months! This phenomenon is called the midnight sun, when the sun has not set at midnight. Try sleeping through that!

During parts of the fall and winter in Earth's Northern Hemisphere, the Northern Hemisphere is tilted in such a way that the sun doesn't come over the horizon in northern Alaska for a little over two months. Therefore, nights last more than 24 hours. This phenomenon is called the polar night. Although the sun never rises above the horizon during parts of the fall and winter in the Arctic Circle, enough light often shines so that people who live there don't need flashlights to walk around outside.

It may be hard for many people to get through these times of very little or prolonged sunlight. But arctic plants and wildlife have adapted to these seasons of long days and long nights. In the arctic winter, some animals hibernate, and others travel south to where there is more sunlight.

In the arctic summer, there are pools of still water from melted ice, and the 24-hour sunlight warms the Arctic Circle. These conditions are favorable for mosquitoes, which lay their eggs on the surface of water, to thrive. The birds that eat these insects now have plenty of food in the arctic summer. For animals like caribou that mainly eat plants, they can easily find food during the long days of summer.

Most animals, including humans, are used to a period of sunlight and a period of no sunlight every 24 hours. In places where there are months when the sun continuously stays above the horizon or below the horizon, living things have had to adapt to survive.

The Ever-Changing Sky

by: Megan McGibney (from ReadWorks)

Look up at the sky on a clear day. You will see the sun. It is bright and shiny, warming much of what its light touches. Look up at the sky again at night. You may see the stars. They are also bright and shiny, glimmering in the dark sky. You may also see the moon. It looks bright and shiny, reflecting light from the sun. People have always looked up at the sky with wonder. Some have even studied the sun, moon, and stars. These people, called astronomers, have learned that those objects in the sky do not stay in the same place all the time.

The earth revolves around the sun and also rotates on its axis, which is an imaginary line that runs from the North Pole to the South Pole, through the earth's center. It takes just under 24 hours for the earth to complete one rotation on its axis - a day, that's right! And guess how long it takes the earth to revolve around the sun? A little over 365 days. That's a year, with an extra quarter of a day.

Let's take a closer look at the moon. The earth does not revolve around the moon. Instead, the moon revolves around the earth. It takes the moon about four weeks to complete a revolution around the earth. The portion of the moon we, here on Earth, see changes over this period of about four weeks as the moon's position around the earth changes. The moonlight we see at night is the moon's reflection of sunlight onto Earth. The different ways the moon appears to us are known as the moon's phases. The moon's phases depend on the moon's position in relation to the earth and the sun.

The four-week period starts and ends with the new moon. The new moon cannot be seen because the side of the moon lit by the sun is facing away from the earth. This is because the moon is nearly between the sun and the earth at this time. After that comes the first quarter moon, which is when we see half of the side of the moon lit by the sun. Then comes the full moon, when we can see the entire side of the moon lit up by the sun. This is because the earth is nearly lined up between the sun and the moon, and the sunlit part of the moon is facing the earth. One of the last phases is called the last quarter moon. This is when we see the other half of the lit side of the moon.

Sometimes the way the sun, moon, and earth are positioned causes an event known as an eclipse. There are two types of eclipses. A lunar eclipse happens when the earth passes between the moon and the sun and when the earth blocks the moon from the sun. The earth's shadow may block the entire moon or just part of the moon from view. A solar eclipse happens when the moon passes directly between the earth and the sun. A solar eclipse can block part of the sun or the entire sun from the earth's view.

Because of the regular orbit of the moon around the earth and the regular orbit of the earth around the sun, astronomers can predict when an eclipse will happen even many years into the future.

Sojourner Truth

- **Occupation:** Abolitionist and author
- **Born:** c. 1797 in Swartekill, New York
- **Died:** November 26, 1883 in Battle Creek, Michigan
- **Best known for:** Former slave who became an abolitionist and women's rights activist

Where did Sojourner Truth grow up?

Sojourner Truth was born around 1797 on a farm in Swartekill, New York. Her birth name was Isabella Baumfree and she was born a slave. She had at least 10 brothers and sisters, but she didn't get to know all of them. Slave owners would sell children just like property. One day she would be playing with a brother or sister in the yard, the next day they would be gone.

Life as a Slave

When Sojourner turned nine, it was her turn to be sold. She was sold to a farmer named John Neely. Sojourner had grown up in a Dutch settlement and only knew how to speak Dutch. John Neely was an Englishman. He was not happy that Sojourner could not speak English. He beat her often because she could not follow orders.

Sojourner was smart, however, and soon learned English just by listening to others talk. Life as a slave was very hard. She had to work constantly and was sold several times. Her fourth and final owner was John Dumont. He was somewhat nicer to her and she remained with Dumont for many years.

Marriage and Children

When Sojourner became a woman she fell in love with a slave named Robert from a nearby farm. However, Dumont would not let her marry Robert. He ordered her to marry one of his own slaves named Thomas. This way her children would belong to Dumont.

Sojourner had five children, but one died shortly after birth. She constantly worried that one of her children would be taken away from her and sold.

Escape

Around 1825, Dumont told Sojourner that he was going to free her in a year because she was such a good worker. She was so happy. However, the reality is that Dumont had little option as all slaves in New York would be legally free by 1827.

When the year was up, Dumont changed his mind. He said that Sojourner had to work

for another year. She was so angry she decided to escape. After she had finished up her work, she walked off the farm and went to stay with some nearby neighbors, the Van Wageners, who thought that slavery was evil. When Dumont found out, he confronted the Van Wageners who agreed to purchase Sojourner for $20 and then set her free.

Saving Her Son

Although Sojourner was free, her children were not. Soon she found out that her worst nightmare had come true. Her son Peter had been sold to a slave owner in Alabama. At that time in New York it was illegal to sell a slave across state lines. Sojourner decided to go to court. She won the court case and Peter was returned to New York. People were amazed at her courage. It was very rare at that time for either a slave or a woman to take a white man to court. Sojourner not only went to court, she won! Her example was a triumph of hope for many people.

Abolitionist

Sojourner began to work with abolitionists to bring slavery to an end throughout all of the United States. She also believed in women's rights and basic civil rights of all people. Sojourner traveled the country telling people what it was like to be a slave. She was an excellent speaker and when she told her story and explained how slaves were treated, people were moved.

Ain't I a Woman

Perhaps Sojourner's most famous speech was given at the Ohio Women's Rights Convention in 1851. She spoke of slavery, but also of women's rights. Later, the speech was called "Ain't I a Woman", however, most historians agree that it is unlikely that Sojourner used this southern phrase in her speech.

Legacy

Sojourner was an important leader in the fight to end slavery. Her stories and speeches helped people to understand how immoral slavery was and that it must be stopped. She was in the very first group of women inducted into the National Women's Hall of Fame.

Interesting Facts about Sojourner Truth

- She changed her name from Isabella Baumfree to Sojourner Truth in 1843.
- During the Civil War she recruited black soldiers to fight for the Union.
- She once met with President Abraham Lincoln and told him the story of her life as a slave.
- The Mars rover built by NASA was named "Sojourner" after her.
- She once said "truth is powerful and it prevails.

Cheri

The kids at my last school
called me weird,
teased me,
or left me to myself.
Except for Cheri,
who picked me
to sit next to
in kindergarten
just because she saw me
staring out the window
and was dying to know
what made me smile
when all she saw
were raindrops.
I was shy about
telling her at first,
but Cheri didn't mind
my daydreaming.
She was color-blind, but said
whenever I described
my daydreams,
it was like
helping her see
the rainbow.

from *Words with Wings*

Summertime Sharing

Nikki Grimes

Danitra sits hunched on the stoop and pouts.
I ask her what there is to pout about.
"Nothin' much," she says to me,
but then I see her eyes following the ice cream man.

I shove my hand into my pocket
and find the change there where I left it.
"Be right back," I yell, running down the street.
Me and my fast feet are there and back in just two shakes.

Danitra breaks the Popsicle in two and gives me half.
The purple ice trickles down her chin. I start to laugh.
Her teeth flash in one humongous grin,
telling me she's glad that I'm her friend without even saying a word.

Grandma's Visit

by Jacqueline Feldman

There's something different in the air
As you come in one day,
And suddenly you realize—
Grandma's come to stay!

The house is full of oven smells,
Floating, aromatic—
Of chocolate and apricot—
From living room to attic—

And you begin to think of things
Like batters rich and thick,
Of half-scraped pans and dripping bowls
And spoons she lets you lick.

And then there are the stories
That she tells you every night
Long after you have gone to bed
And Mommy's doused the light—

Stories of your relatives
From other times and places,
Having curious-sounding names
And fascinating faces.

And always there is music
Whenever Grandma comes—
The lilting songs she loves to sing,
The waltzes that she hums.

She's sure to listen when you speak—
She always hears you through—
And when she laughs, before you think,
You find *you're* laughing, too

Each morning as you leave for school,
It's hard to go, but then
You know she will be waiting there
When you get back again.
Yet all too soon the day arrives
When Grandma goes away,
And you haven't really said to her
All you'd like to say.

You're sure she will come back again,
But since you'll miss her so,
You wish that she could stay with you
And never never go.

Assignment:
Author's use words that appeal to the senses to help readers create mental images.
How does the author of this poem appeal to your senses?
Create this chart on a piece of paper. Complete it by listing words from the poem that appeal to your senses.

See	Smell	Touch	Taste	Hear

Waiting Room Zoo

by Susan Noyes Anderson

I'm in the doctor's waiting room.
My mom is counting sheep.
The music they play here could put
an elephant to sleep.

They've wallpapered with animals.
This place looks like the zoo!
Do they think they can fool kids with
a kangaroo or two?

A doctor is a doctor, right?
A shot is still a shot.
And I don't care how many kinds
of animals they've got.

The nurse speaks baby talk to me.
(She thinks I'm half my age.)
You'd think I was a lion being
coaxed into my cage.

"Doctor is ready now," she coos.
"Come in, lamb, you'll be fine."
(Yeah, sure. And that's a needle from
a friendly porcupine!)

To Manga, My Hamster

by Joyce Sidman

I wish I could set you free
like that day you escaped
and ran all over the house.
That was an amazing day.
My mother screamed.
My sister cried.
All because you were loose somewhere,
burrowing through pillows and toys.

When Mom finally found you
huddled in the mop bucket
(and you bit her)
you looked so fierce,
like your wild cousins
that roam the jungles of Asia.
I wish I had jungles to give you.
I wish that could be your life.

Please forgive me.
All I have to offer
is this warm, cozy cage
and my fingers
scratching behind your ears.

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

Week 4: April 6 – 10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
"Plant Structures" Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What parts do vascular plants have? 2. How do the sizes of vascular and nonvascular plants compare? What do you think explains the difference?	**"Plant Structures"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. Why are the parts on nonvascular plants not considered true roots, stems, and leaves? 2. What part provides support to the plant ?	**"Plant Structures"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What is the function(s) of the plant's roots? 2. Why are the stems important to the plant? 3. What is the function(s) of the veins in the leaves?	**"Plant Structures"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. Are trunks and branches considered to be stems? 2. Are all stems the same? Describe the different types? 3. What process takes place in the leaves?	**"Plant Structures"** ▪ Students will draw and label a plant and its basic parts. ▪ Students will write a paragraph to explain the function(s) of each plant part.

Week 5: April 13 – 17, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
Spring Break				

Week 6: April 20 – 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
"Photosynthesis" Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What vital process happens in the leaves of the plant? 2. What would happen if you removed all the leaves from a plant?	**"Photosynthesis"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What does a plant need to carry out photosynthesis? 2. What does a plant give off to its surroundings during photosynthesis?	**"Photosynthesis"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What does a plant make during photosynthesis? 2. What is the substance in the leaves that captures energy from the sun?	**"Photosynthesis"** Students will read the PowerPoint entitled "What are Some Plant Structures?" and answer the following questions: 1. What gas is needed for photosynthesis? What gas is given off as a result of the process? 2. The food plants make is a _____.	**"Photosynthesis"** ▪ Students will illustrate the process of photosynthesis by creating a diagram that includes arrows and labels. ▪ Students will then compose a paragraph explaining the process of photosynthesis using essential vocabulary. ▪ Use pages 110-111 if assistance is needed.

SCIENCE FUSION Grade 4

HOUGHTON MIFFLIN HARCOURT

PowerNotes

Unit 3 Lesson 1 What Are Some Plant Structures?

Vascular or Nonvascular

- Nonvascular plants are small plants that grow close to the ground and soak up water and minerals like a sponge. Mosses are nonvascular plants.
- Some parts of nonvascular plants look like structures on vascular plants, but the functions are different.

Types of Plants

- For example, nonvascular plants have parts that look like roots, but these parts do not take in water. Instead, they help anchor the nonvascular plant to the ground.
- Nonvascular plants do not have stems or leaves, either. Instead, they have a stalk on which leaflike structures grow.

Unit 3 Lesson 1 What Are Some Plant Structures?

Types of Plants

- Most plants you see every day are vascular plants.
- Vascular plants have a system of tubes that carry water and nutrients through the plant. These tubes run through the plant's roots, stems, and leaves.
- The roots take in nutrients and water and anchor the plant in the ground.
- Stems hold up the plant's leaves, which make food for the plant.

Types of Plants

- All plants that produce flowers, such as rosebushes and magnolia trees, are vascular plants.
- *Flowers* are reproductive structures, but not all vascular plants have flowers.
- Some vascular plants, such as pine trees, produce reproductive structures called cones.

Unit 3 Lesson 1 What Are Some Plant Structures?

Roots

- Vascular plants have tubes that work like straws to move water, minerals and sugars though the plant.
- Vascular plants have structures called roots. **Roots** are usually underground and absorb water and minerals from the soil.
- Roots also help anchor a plant in the soil.

Stems

- **Stems** are structures that have tubes to carry water, sugar, and minerals to different parts of the plant. Stems also support the plant.
- Most plant stems grow above ground, but some plants have stems that remain underground.

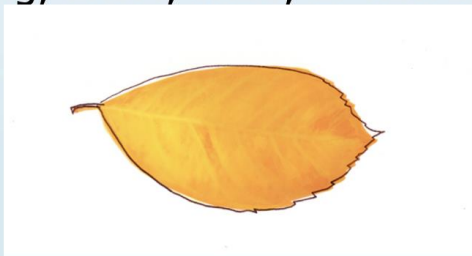
Unit 3 Lesson 1 What Are Some Plant Structures?

Stems

- There are many types of stems.
- Some plants, such as trees, have a single, hard, woody stem called a trunk. Shrubs have many smaller, woody stems. Trees and shrubs live for more than one growing season.
- Soft, green stems support other plants, such as daisies. Many plants with soft stems sprout, grow, and die all in one season.

Leaves

- **Leaves** are plant parts that use sunlight to produce sugar for the plant's food.
- Leaves come in many shapes and sizes. They can be round, heart-shaped, or triangular. They can be long, short, wide, or narrow.



Unit 3 Lesson 1 What Are Some Plant Structures?

Leaves

- Leaves also have different textures.
- Some plant leaves have tiny hairs that make them feel fuzzy. These hairs keep the plant from drying out and protect it from animals.
- Other leaves feel smooth and waxy. This waxy coating keeps the plant from drying out.

Leaves

- Vascular plant leaves also have veins.
- These veins are small tubes that carry food made by the leaves to the plant's flowers, stems, and roots.
- Veins also carry water and minerals through the leaves.
- When the veins are filled with water, they even help support the leaves.

Unit 3 Lesson 1 What Are Some Plant Structures?

Plants Make Food

- Plants make food through a process called photosynthesis.
- During **photosynthesis**, plants use energy from the sun to change carbon dioxide and water into sugar and oxygen.
- Photosynthesis takes place in the leaves of plants.

Plants Make Food

- A substance in the leaves called **chlorophyll** captures energy from the sun during the day.
- Chlorophyll is what makes the leaves appear green in color. It also helps plants make sugars to store in their stems, roots, and in some plants, their leaves.

Unit 3 Lesson 1 What Are Some Plant Structures?

Plants Make Food

- *Carbon dioxide* is a gas that plants get from the air.
- Plants take in carbon dioxide and give off oxygen through small openings in their leaves.
- This oxygen becomes part of the air that you breathe.

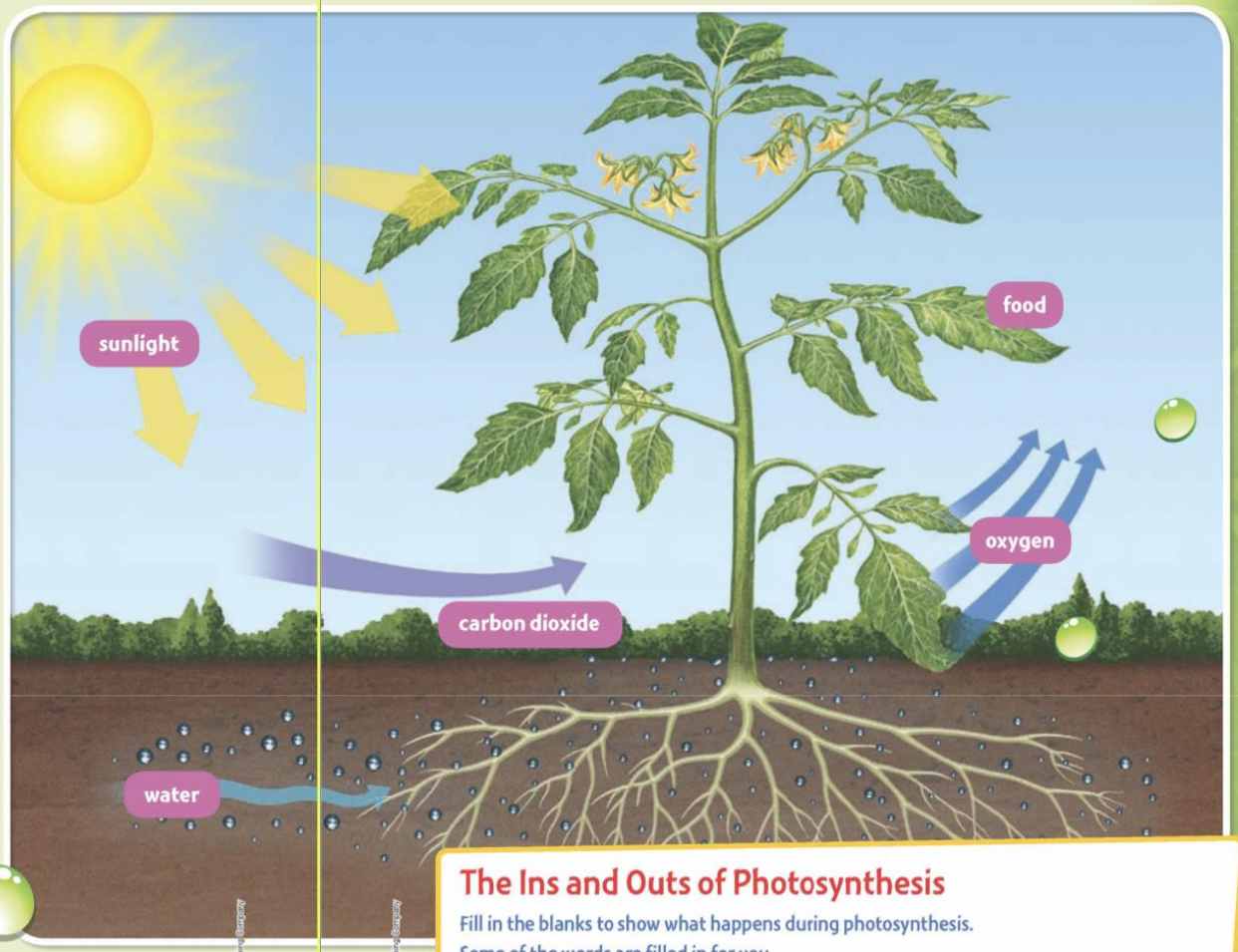
Plants Make Food

How would your day be different if you didn't need to stop to eat? Plants don't need to eat. They work to make their own food all day long.

Active Reading As you read this page, underline the sentence you think is most important and be ready to explain why.

Plants make their food through a process called photosynthesis. During **photosynthesis**, plants use energy from the sun to change carbon dioxide and water into sugar and oxygen. Photosynthesis takes place in the leaves of plants. A substance in the leaves called **chlorophyll** captures energy from the sun during the day. Chlorophyll is what makes leaves appear green in color. It also helps plants make sugars, which the plants store in their stems, roots, and in some plants, in their leaves.

Carbon dioxide is a gas that plants get from the air. Plants take in carbon dioxide for photosynthesis and give off oxygen. This oxygen becomes part of the air that you breathe. These two gases move through small openings in a plant's leaves.



The Ins and Outs of Photosynthesis

Fill in the blanks to show what happens during photosynthesis. Some of the words are filled in for you.

Sunlight + _____ + _____ yields _____ + Oxygen

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Math Pacing					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	4.2a-b, 4.3d Notes	4.2a-b, 4.3d TEI	4.2a-b, 4.3d Checkpoint #s 1-5	4.2a-b, 4.3d Checkpoint #'s 6-10	4.2a-b, 4.3d Formative Assessment
Week 2	4.1a-c, 4.2c, 4.3a-c Notes	4.1a-c, 4.2c, 4.3a-c TEI	4.1a-c, 4.2c, 4.3a-c Checkpoint #s 1-6	4.1a-c, 4.2c, 4.3a-c Checkpoint #'s 7-12	4.1a-c, 4.2c, 4.3a-c Formative Assessment

SOL 4.2a-b, 4.3d Notes and Practice

The most common error in SOL test item occurs when students consider only the denominator and treat it as a whole number.

- **Order these numbers from least to greatest.**

$3\frac{2}{8}$ $3\frac{2}{5}$ $3\frac{1}{10}$ $3\frac{3}{4}$

$3\frac{1}{10}$ $3\frac{2}{8}$ $3\frac{2}{5}$ $3\frac{3}{4}$

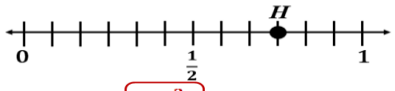
- **Order these numbers from greatest to least.**

$\frac{6}{5}$ $1\frac{2}{3}$ $1\frac{1}{8}$ $\frac{5}{6}$

$1\frac{2}{3}$ $\frac{6}{5}$ $1\frac{1}{8}$ $\frac{5}{6}$

Common errors on SOL test items vary but suggest students have difficulty naming the given fraction when it is represented on a number line.

Which fraction has the same value as point H on the number line shown?

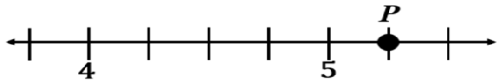


A. $\frac{2}{3}$ B. $\frac{3}{4}$

C. $\frac{5}{6}$ D. $\frac{10}{13}$

Common errors on SOL test items suggest that students have difficulty recognizing the fraction represented on the number line and/or have difficulty recognizing the decimal equivalent for the fraction.

Which set of numbers best represents the location of point P shown on this number line?



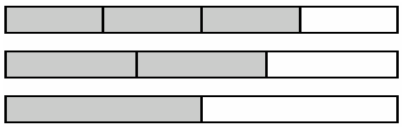
A. 5.5 and $5\frac{1}{2}$ common error

B. 5.13 and $5\frac{1}{3}$

C. 5.25 and $5\frac{1}{4}$

D. 5.2 and $5\frac{1}{5}$ common error

1. The fraction bars show one whole divided into fractional parts.



Which is true?

A.) $\frac{1}{2} = \frac{2}{3}$ C.) $\frac{2}{3} > \frac{1}{2}$

B.) $\frac{3}{4} < \frac{1}{2}$ D.) $\frac{3}{4} = \frac{1}{2}$

2. Order from greatest to least.

$\frac{3}{8}$, $\frac{2}{3}$, $\frac{7}{12}$, $\frac{4}{9}$

SOL 4.2a-b and 4.3d Technology Enhanced Items (TEI)

1. Directions: Write the fractions in the empty boxes from least to greatest.

Compare the fractions below. Then write these fractions in the empty boxes from least to greatest.

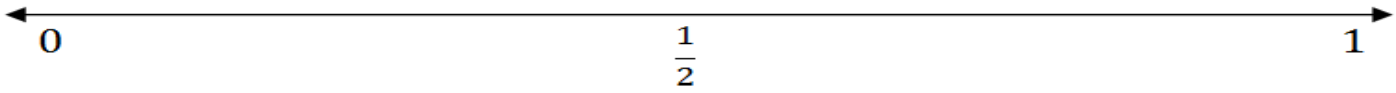
$\frac{3}{8}$ $\frac{1}{8}$ $\frac{4}{8}$

☐ < ☐ < ☐

2. Directions: Write each fraction shown on the number line. You must include all the fractions on the number line.

Using the benchmark of 0, $\frac{1}{2}$, and 1, place the fractions shown below in the correct order on the number line.

$$\frac{6}{8}, \frac{2}{5}, \frac{1}{3}, \frac{2}{4}$$



3. Directions: Circle the figure you want to select.

Look at the shaded representations of fractions in the figures below. Circle the two figures that show equivalent fractions.

4. Directions: Write the correct symbol <, >, or = in the box to make a true statement.
Look at the two mixed numbers below. Which symbol correctly compares these two mixed numbers?

$3\frac{4}{6}$ ☐ $3\frac{2}{6}$

5. Directions: Write your answers in the boxes provided.

Look at the shaded fraction model shown below. What is the fraction and decimal form of the shaded model?

Fraction: ☐ **Decimal:** ☐

4.2a-b, 4.3d Checkpoint Questions

1 Which is true?

A $\frac{3}{8} > \frac{3}{4}$

B $\frac{3}{8} = \frac{3}{4}$

C $\frac{3}{8} > \frac{4}{8}$

D $\frac{3}{8} < \frac{3}{4}$

2 Sarah needs more than $1\frac{1}{2}$ cups of flour to make a cake. Which is greater than $1\frac{1}{2}$?

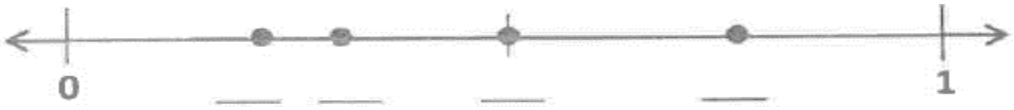
F $1\frac{6}{10}$

G $1\frac{3}{8}$

H $1\frac{2}{5}$

J $1\frac{1}{3}$

3 Place the fractions on the number line in order from *least*



1	**3**	**1**	**1**
2	**4**	**3**	**4**

to *greatest*.

4 Which set is in order from *least* to *greatest*?

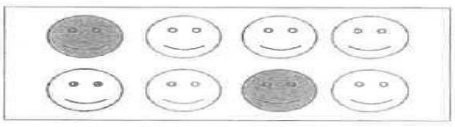
A $2\frac{3}{9},\ 2\frac{3}{5},\ 2\frac{3}{4},\ 2\frac{3}{8}$

C $2\frac{3}{9},\ 2\frac{3}{8},\ 2\frac{3}{5},\ 2\frac{3}{4}$

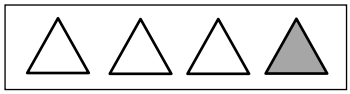
B $2\frac{3}{8},\ 2\frac{3}{4},\ 2\frac{3}{5},\ 2\frac{3}{9}$

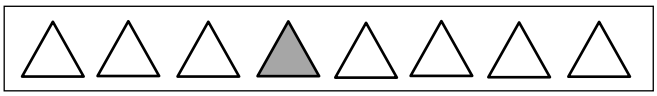
D $2\frac{3}{4},\ 2\frac{3}{5},\ 2\frac{3}{8},\ 2\frac{3}{9}$

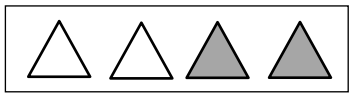
5 Brian shaded a fractional part of this group.



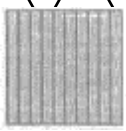
Jose shaded some triangles to show a fraction with an equivalent value. Which set shows the triangles Jose shaded?

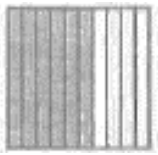






6 This is 1 whole.





Which decimal and fraction does this model represent?

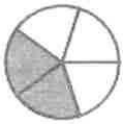
a. 0.06 and $\frac{6}{10}$

b. 0.06 and $\frac{4}{6}$

c. 0.6 and $\frac{1}{2}$

d. 0.6 and $\frac{6}{10}$

7 This is 1.



Which fraction and decimal does this model represent?

F $\frac{1}{10}$ and 0.25

G $\frac{2}{10}$ and 0.52

H $\frac{2}{5}$ and 0.4

J $\frac{3}{5}$ and 0.6

4.2a-b, 4.3d Formative Assessment

1 Order the fractions from least to greatest.

$\frac{1}{2}$ $\frac{2}{9}$ $\frac{3}{5}$

A $\frac{1}{2}$ $\frac{2}{9}$ $\frac{3}{5}$

B $\frac{2}{9}$ $\frac{3}{5}$ $\frac{1}{2}$

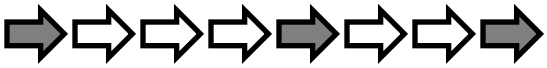
C $\frac{2}{9}$ $\frac{1}{2}$ $\frac{3}{5}$

2. A fractional part of this group of triangles is shaded.

Which group below has an equivalent fraction of the arrows shaded?

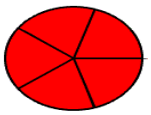
A 

B 

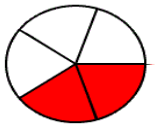
C 

D 

3. Model 1 is shaded to represent one whole.



Model 2 is shaded to represent a fraction.



Which decimal number is represented in model 2?

A 0.2
B 0.4
C 0.25
D 1.2

SOL 4.1a-c, 4.2c, 4.3a-c Notes and Practice

Common errors on SOL test items include:

- using numbers from the context in the order given rather than using numbers that correspond to the dividend and divisor as described in the context; and
- selecting number sentences with proper fractions when the result of division is greater than one.

A group of 6 children shared 3 ice cream sandwiches equally.

Which division statement can be used to find the amount of ice cream sandwich each child received?

A. $6 \div 3 = \frac{6}{3}$

B. $6 \div 3 = \frac{3}{6}$ common error

C. $3 \div 6 = \frac{3}{6}$

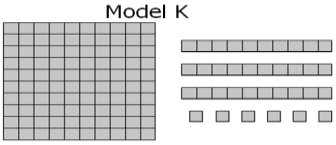
D. $3 \div 6 = \frac{6}{3}$

The most common error on SOL test items occurs when students do not recognize the whole, as it has been defined in the given problem and model, when naming the quantity represented.

This model represents one whole.

Model K represents a decimal.

Model K



Which decimal is represented by Model K?

A. 136 common error

B. 13.6

C. 1.36

D. 0.136

1. Which is equivalent to $\frac{5}{6}$?

A.) 5 times 6

B.) 6 divided by 5

C.) 5 divided by 6

D.) 6 times 5

2. What does the 3 represent in the numeral 7,310,975?

A.) 3 hundreds

C.) 3 ten thousands

B.) 3 thousands

D.) 3 hundred thousands

3. Which statement is true?

A.) 91,034 < 90,394

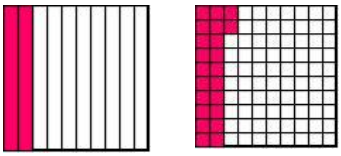
B.) 7,430,471 < 7,403,582

C.) 7,605,481 < 7,065,018

D.) 94,291 < 96,192

4. Write a number, when rounded to the nearest thousand, is equal to 32,000.

5. Which statement correctly compares the below pictures?



A 0.2 > 0.22
B 0.22 < 0.2
C 0.2 < 0.22
D 0.2 = 0.22

6. What is the correct way to read 0.067?

A sixty-seven
B sixty-seven hundredths
C sixty-seven thousand
D sixty-seven thousandths

SOL 4.1a-c, 4.2c, and 4.3a-c Technology Enhanced Items (TEI)

1. Directions: Circle the answer you want to select.

   After considering the fraction below, circle the statement that best expresses this fraction as a division statement.

   $$\frac{5}{8}$$

   5 divided by 2 | 8 divided by 5 | 5 divided by 8

2. Directions: Circle the box you want to select.

   Look at each number below. Which number shows the tenths place underlined?

   2.3<u>4</u>6 | 1.<u>2</u>09 | <u>0</u>.96 | 0.19<u>5</u>

3. Directions: Write your answer in the box below.

   Look at the decimal below. Round the decimal to the nearest hundredth.

   5.264 ☐

4. Directions: Circle the box you want to select.

   Look carefully at the decimals in each box. Circle the box where the decimals are correctly ordered from least to greatest.

   2.99, 2.09, 2.91, 3.2, 3.45

   4.05, 3.05, 4.15, 4.05, 5.15

   0.01, 1.01, 0.09, 2.91, 1.95

   3.02, 3.2, 3.21, 3.29, 4.0

5. Directions: Write your answer in the box.

   Determine which symbol, <, >, or =, should be in the box between the two numbers to make a true statement.

   6,439,302 ☐ **6,439,020**

4.1a-c, 4.2 c, and 4.3 a-c Checkpoint Questions

2 **The population of Virginia was about 7,187,000 in 2001. What is the value of the 8 in that number?**

A 800

B 8,000

C 80,000

D 800,000

3 **How is "one million, nine hundred eighty-six thousand, five hundred ten" written in standard form?**

4 **Which number sentence below is true?**

A 6,988 < 6,889

B 7,809 = 7,908

C 66,998 > 66,990

D 76,908 > 76,980

5 **Which of the following makes the statement below true?**

_____ < 9,115,647

A 9,205,647

B 9,125,657

C 9,115,647

D 9,106,647

5 **Scientists are planning a fight to the moon. It is 241,000 miles from Earth to The moon. What is this number rounded to the nearest ten thousand?**

6 **Circle each number that can be rounded to 6,000.**

5,601	5,872	6,091	6,714

7 **Which fraction represents "seven divided by twelve"?**

$7\frac{1}{12}$

$\frac{12}{7}$

$\frac{7}{12}$

$1\frac{1}{7}$

8 Which is the value of the 3 in the number 92.043?

A 3 tenths
B 3 hundredths
C 3 thousandths
D 3 ten-thousandths

9 Which could be rounded to 4?

F 3.098

G 3.279

H 3.374

J 3.589

10 Which is true?

A 1.025 > 1.026

B 1.176 > 1.617

C 1.340 > 1.304

D 1.978 > 1.987

11 Order the set of decimals from *least* to *greatest*.

0.3, 0.403, 0.34, 0.430

12 Identify the place value for each digit in the number 9,635,241.

Digit	Place Value
1	
2	
3	
4	
5	
6	
9	

Ten thousands | Thousands | Tens | Hundreds | Millions | Ones | Hundred thousands

4.1a-c, 4.2c, and 4.3a-c Formative Assessment

1. What digit is in the hundreds place? 426,981

A 4 B 6 C 8 D 9

2. Which digit can be placed in the box to make this statement true? 5,067 > 5, □37

A 0 B 1 C 2 D 3

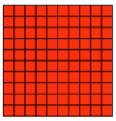
3. Which number, when rounded to the nearest thousand, is equal to 6,321?

A 6,524 B 5,421 C 5,857 D 6,962

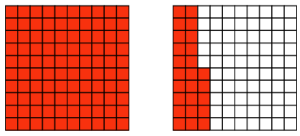
4. Which division statement represents $\frac{2}{8}$?

A 2 divided by 8
B 8 divided by 2
C 8 divided by 4
D 4 divided by 2

5. This model is shaded to represent 1 whole.



What decimal is represented below?



A 1.2
B 1.23
C 1.25
D 1.56

6. What is 7.52 rounded to the nearest tenth?

A 7.5
B 7.523
C 7.6
D 7

7. Four friends ran a race and their times are listed below in the table.

Person	Time in minutes
John	1.235
Shane	1.34
Mike	1.167
Joseph	1.14

Write the decimals in order from least to greatest.

Social Studies Learning in Place Plans
Fourth Grade: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
Harriet Tubman is famous for her work on the Underground Railroad and her work during the Civil War. Read the Harriet Tubman biography. On your own paper create a timeline of the events in her life. Include at least 8 events. Not every event will have a specific date.	Harriet Beecher Stowe is famous for her work as an author. Read the Harriet Beecher Stowe biography. On your own paper create a timeline of the events in her life. Include at least 8 events. Not every event will have a specific date.	Use the biographies and your timelines to compare and contrast Harriet Tubman and Harriet Beecher Stowe. Choose **one** of the following ways to complete this assignment: 1. Create a Venn Diagram or other chart or organizer 2. Write an essay that clearly shows how the two women were similar and different. 3. Use sketch noting, an illustrative mind map, or other graphic illustration method with labels that clearly shows how the two women were similar and different.

Social Studies Learning in Place Plans
Fourth Grade: April 20-24

Learning Experience 1	Learning Experience 2	Learning Experience 3
Read textbook pages 110-111. Use the information learned and the Manufacturing Map to answer the following questions on a sheet of paper. 1) What is the title of this map? 2) What does the map key/legend show us? Think about the different colors on the bar graphs. 3) How did the number of manufacturing employees change from 1820 to 1860 in the North? 4) Was there a big change in the number of manufacturing employees in the South? Why? 5) Draw Conclusions: Why do you think the number of manufacturing employees was so different in the South from the North?	Think about the textbook pages you read yesterday and the vocabulary words **rural, urban, industrialized, and agricultural**. How do these words relate to the North and South in the mid-1800s? Use the template in your packet to draw and label 2 scenes. Your scenes should reflect and include the vocabulary words as they relate to the North and South in the 1800s. Write captions for each scene to describe the economy of the North and South.	Look at the United States map in your packet. Think about the differences you have learned about the North and the South and answer the questions under the map.

Biography: Harriet Tubman

- **Occupation:** Nurse, Civil Rights Activist
- **Born:** 1820 in Dorchester County, Maryland
- **Died:** March 10, 1913 in Auburn, New York
- **Best known as:** A leader in the Underground Railroad

Where did Harriet Tubman grow up?
Harriet Tubman was born a slave on a plantation in Maryland. Her birth name was Araminta Ross, but she took the name of her mother, Harriet, when she was thirteen.

Life as a Slave
Harriet first lived in a one-room cabin with her family that included eleven children. When she was only six years old, she was loaned out to another family where she helped take care of a baby. She was sometimes beaten and all she got to eat was table scraps.

Later Harriet worked a number of jobs on the plantation such as plowing fields and loading produce into wagons. She became strong doing manual labor that included hauling logs and driving oxen.

At the age of thirteen Harriet received a horrible head injury. It happened when she was visiting the town. A slave owner tried to throw an iron weight at one of his slaves, but hit Harriet instead. The injury nearly killed her and caused her to have dizzy spells and blackouts for the rest of her life.

The Underground Railroad
During this time there were states in the northern United States where slavery was outlawed. Slaves would try to escape to the north using the Underground Railroad. It was a number of safe homes (called stations) that hid slaves as they traveled north. The people that helped the slaves were called conductors. Slaves would move from station to station at night, hiding in the woods or sneaking onto trains until they finally reached the north and freedom.

Harriet Escapes
In 1849 Harriet decided to escape. She would use the Underground Railroad. After a long and scary trip she made it to Pennsylvania and was finally free.

Leading Others to Freedom
Harriet wanted to help others, including her family, to safety in Canada. She joined the Underground Railroad as a conductor. Harriet became famous as an Underground Railroad conductor. She led nineteen different escapes from the south and helped around 300 slaves to escape. Harriet was truly brave. She risked her life and freedom to help others. She also helped her family, including her mother and father, to escape. She was never caught and never lost a slave.

The Civil War
Harriet's bravery and service did not end with the Underground Railroad, she also helped during the Civil War. She helped to nurse injured soldiers, served as a spy for the north, and even helped on a military campaign that led to the rescue of over 750 slaves.

Biography: Harriet Beecher Stowe

- **Occupation:** Author
- **Born:** June 14, 1811 in Litchfield, Connecticut
- **Died:** July 1, 1896 in Hartford, Connecticut
- **Best known for:** Writing the book *Uncle Tom's Cabin* about slavery

Where did Harriet Beecher Stowe grow up?
Harriet was born on June 14, 1811 in Litchfield, Connecticut. She grew up in a big family with five brothers and three sisters. Her mother died from tuberculosis when Harriet was just five years old. Her father, Lyman, was a minister who wanted all of his sons to be ministers as well.

Harriet loved to read as a child. One of her favorite books was *The Arabian Nights*. She went to school at the where her older sister Catharine worked. Eventually, Harriet began to teach at the school as well.

Moving to Ohio and Getting Married
In 1832 Harriet and her family moved to Cincinnati, Ohio. Harriet got another job teaching and began to write professionally. Harriet became close friends with Eliza and Calvin Stowe. Eliza became one of her closest friends, but soon became sick and died. After Eliza's death, Harriet and Calvin fell in love and married in 1836. They eventually had seven children together including four boys and three girls.

Learning About Slavery
Growing up in Connecticut, Harriet had little knowledge of slavery. However, Cincinnati, Ohio was just across the river from Kentucky where slavery was legal. Harriet began to see how poorly slaves were treated. The more she learned, the more horrified she became.

Uncle Tom's Cabin
In 1851, Harriet began writing a story about slavery. She wanted to help people in the North to understand better the realities of slavery. Initially, a new portion of the story came out each week in a newspaper called the *National Era*. The story became very popular and the installments were published as an entire book called *Uncle Tom's Cabin* in 1852.

Reaction
The book became a national best seller. It was not only popular in the United States, but also around the world. People in the North who had not really thought about slavery before, began to understand just how horrible it was. Many people joined the abolitionist movement as a result of reading the book. They wanted slavery outlawed throughout the United States.

The Civil War
Although there were many issues and causes to the Civil War, there is no doubt that *Uncle Tom's Cabin* educated people on the horrors of slavery and had an impact in helping Abraham Lincoln get elected. It was certainly one of the causes that led to the Civil War.

Because of economic differences, the North and South were unable to resolve their conflicts, and the South seceded from the United States.

NORTH AND SOUTH

By the mid-1800s there were many differences between life in the **urban** North and **rural** South. The way work got done was one of the biggest differences. Slavery let landowners in the South have a big workforce that they did not have to pay. The subject of slavery upset many people. As new states were created from lands in the western territories, the Northern states wanted them to be "free states." The Southern states wanted new states to be "slave states." The issue of slavery helped lead to a terrible war.

Cities and Factories: Life in the North

What would you have seen in a Northern city in the 1840s and 1850s? The North's economy was more **industrialized** than the South's. There were large paper and cloth mills, warehouses, and factories where hundreds of people worked. Big cities in the North had busy streets with hundreds of small businesses, such as furniture shops and clothing stores.

As early as the 1780s, Northern states had begun to do away with slavery. By the 1830s, slavery in the North had almost entirely ended. Some Northerners, both black and white, began working for **abolition** throughout the nation and spoke out with great passion for equality between both blacks and whites.

Most whites in the New England and mid-Atlantic states did not own slaves, so they voted to end slavery in their home states. In the Midwest, whites were generally antislavery when it came to their regions, or other new areas in the West. They did not care so much about ending slavery in the South, where it was already deeply rooted. But as time passed, a small but ever-growing number of whites argued for an end to slavery *everywhere*.

Words to Know

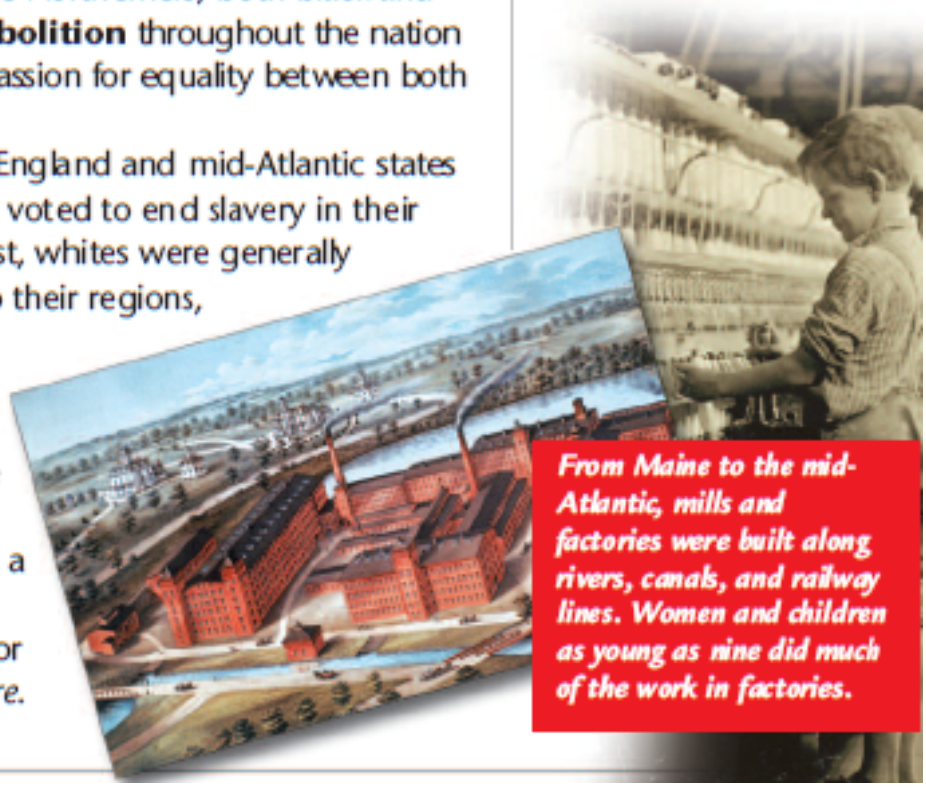
urban
UR-bin
Built-up areas with towns, cities, and lots of people

rural
ROAR-ul
Areas outside of towns with few people

industrialized
in-DUS-tree-uh-lized
Having many factories and businesses

abolition
ab-uh-LISH-un
An end to slavery

agricultural
ag-ruh-KUL-chur-ul
An economy based on farming



From Maine to the mid-Atlantic, mills and factories were built along rivers, canals, and railway lines. Women and children as young as nine did much of the work in factories.

Tobacco and Cotton: Life in the South

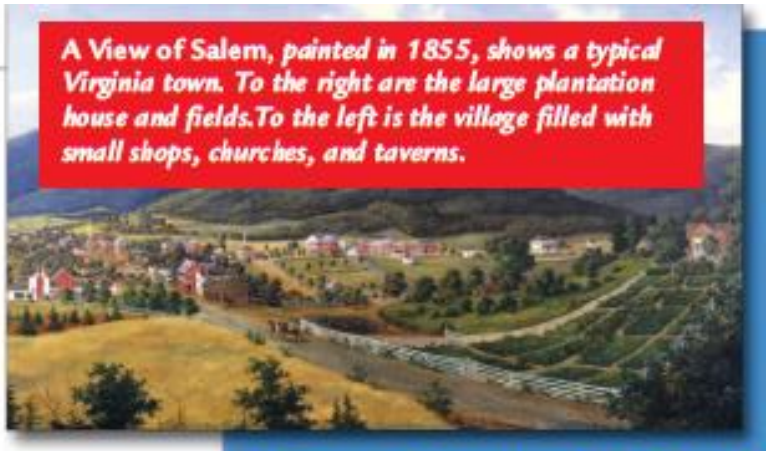
Tobacco was Virginia's main crop, but by the late 1700s another crop was thriving in parts of the South—cotton. Eli Whitney's cotton gin had a profound effect on life. Cotton was a welcome change from hot, heavy wool, so growing it and making cotton cloth became a big part of the economy.

The crop that became known as "King Cotton" changed America, in both the North and the South. Factories and mills sprang up in the North, ready to weave the new fiber into lightweight cloth. In the South, American Indians from Mississippi were pushed from their homes and moved to what later became Oklahoma, while many thousands of black Virginians were forcibly taken to the Deep South. There, they now slaved over cotton instead of tobacco.

Cotton led to riches for some, but misery for many more, as slaves labored in the fields, planting, picking, and cleaning cotton. Planters did everything they could politically to make sure that their power and fortunes were protected. No one knew that those fluffy tufts would help push us toward a terrible war.

1860: On the Eve of Change

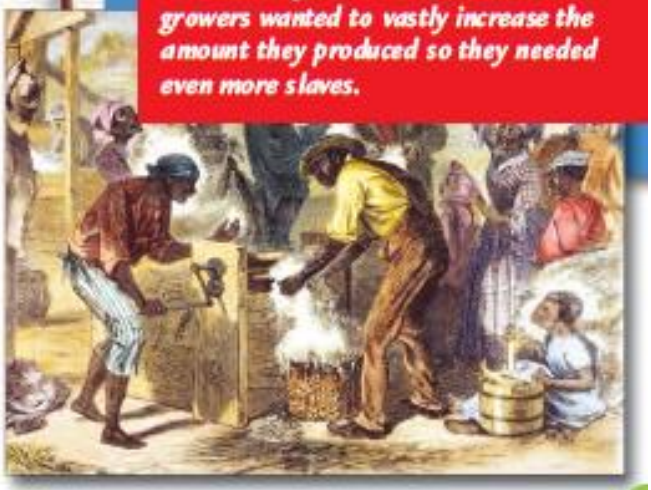
The South stayed mostly **agricultural**, but its territory grew and its crops changed. At the same time, the Northeast became far more industrial. The Midwest developed as a mostly agricultural region without slavery. Of course, there were bustling cities in the South, too, and Virginia had some of the biggest. In Richmond, busy factory workers converted wheat into flour, tobacco into tobacco products, and iron into machinery.



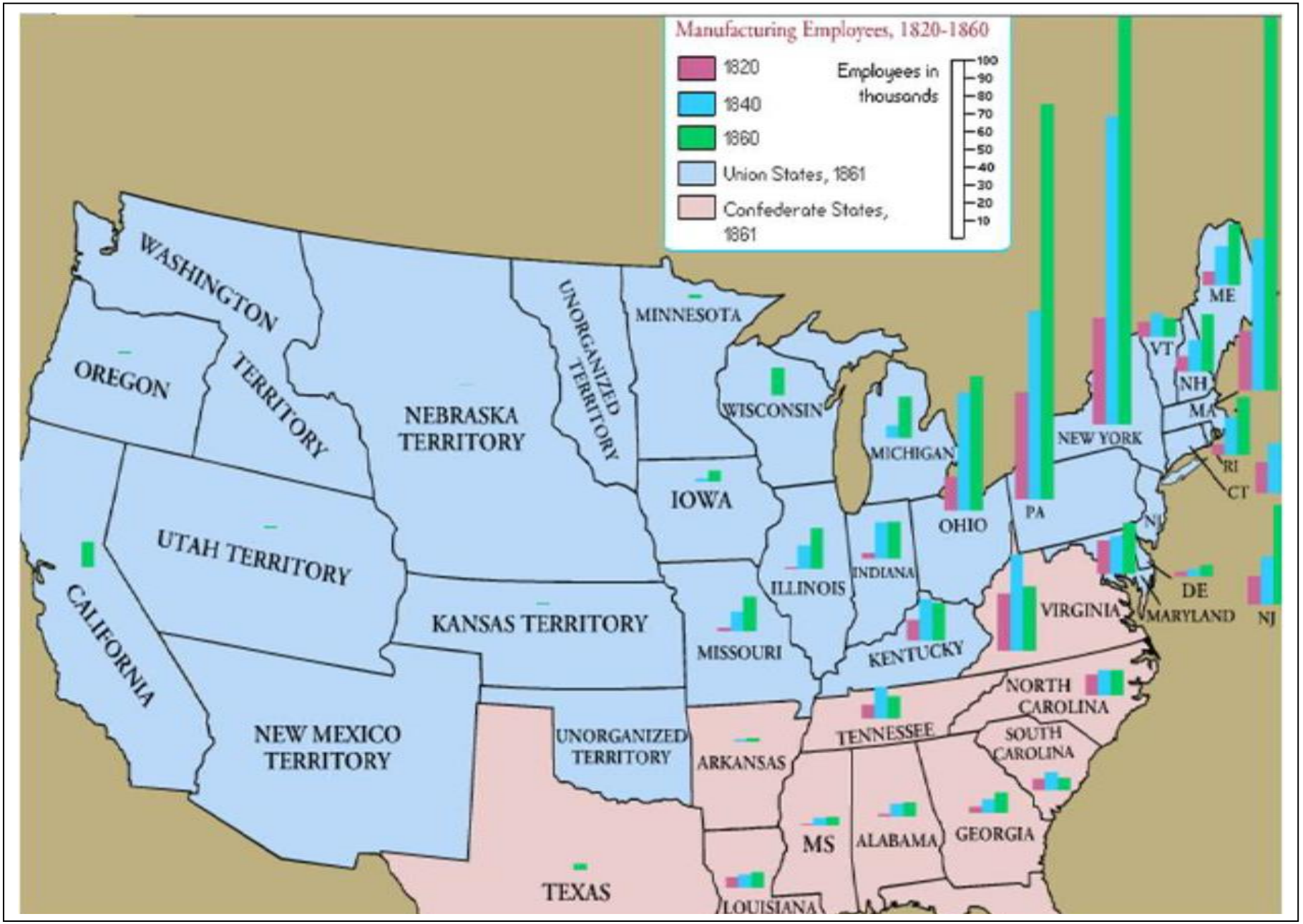
A View of Salem, painted in 1855, shows a typical Virginia town. To the right are the large plantation house and fields. To the left is the village filled with small shops, churches, and taverns.

From Dawn to Dark

Plantation owners relied on an enslaved workforce to do all the hard work of planting and harvesting. Plantation life could be brutal. Slaves rose with the sun and worked until it was dark, through steamy summer heat and icy winter days. Overseers with whips often watched them work and beat them if they slowed down. At night, tired and hungry, they would return to their crude cabins to begin the work of growing their own food and doing their own household chores before day broke once again. Some risked death to escape. Others found small ways to fight back and hold on to their dignity.



The cotton gin saved labor, but cotton growers wanted to vastly increase the amount they produced so they needed even more slaves.

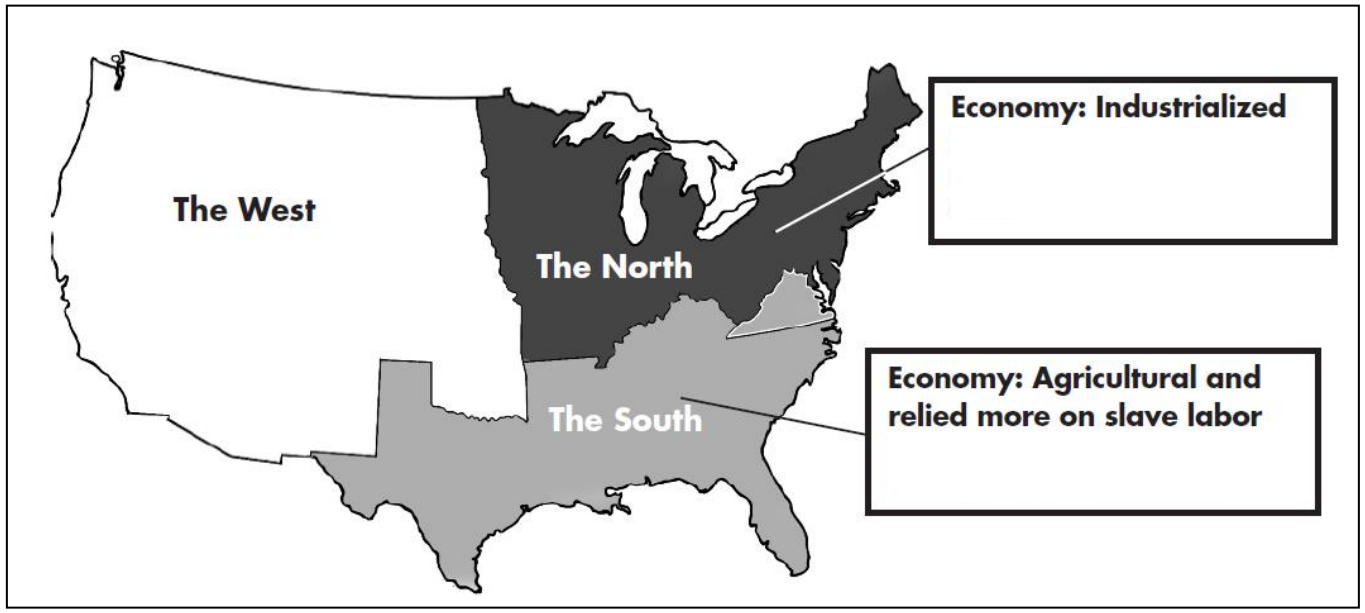

Manufacturing Employees, 1820-1860
1820
1840
1860
Union States, 1861
Confederate States, 1861
Employees in thousands
100
90
80
70
60
50
40
30
20
10
WASHINGTON TERRITORY
OREGON
CALIFORNIA
UTAH TERRITORY
NEW MEXICO TERRITORY
NEBRASKA TERRITORY
KANSAS TERRITORY
UNORGANIZED TERRITORY
UNORGANIZED TERRITORY
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
ILLINOIS
MICHIGAN
INDIANA
OHIO
KENTUCKY
TENNESSEE
MS
ALABAMA
GEORGIA
SOUTH CAROLINA
NORTH CAROLINA
VIRGINIA
PA
NEW YORK
VT
NH
ME
MA
RI
CT
NJ
DE
MARYLAND
NJ

Draw and label 2 scenes. Your scenes should reflect and include the vocabulary words as they relate to the North and South in the 1800s. Write

North	South

captions for each scene to describe the economy of the North and South.

Directions: Look at the map. Reflect on what you have learned and answer the following questions.



1. Why was the economy in the North considered industrialized?

2. What was an effect of the Southern economy being based on agriculture?

3. Do you think the North relied on slave labor? Explain.

4. The West contained territories that were not yet states. Do you think the North wanted those territories to become free states or slave states when they joined the United States? Explain.

5. Do you think the South wanted those territories to become free states or slave states when they joined the United States? Explain.

Elementary Art-Learning in Place Packet

Grades 4-5 April 6-April 24, 2020

Grades 4-5			
April 6...	Find an object around your home. Place it on your paper. Use a pencil to trace the outside lines (contour lines) of the object. Do this multiple times changing the position of the object. Fill up the page. Use a solid color background (Negative space) and color the objects (positive space) different colors or leave them white.	Positive Space Negative Space Contour Line	
April 20...	Go outside and take a walk, don't forget to take your paper with you. Find a tree you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. . Consider how the branches form and split creating Y's. Think about the texture you see being created by the bark on the tree. Don't forget to include the grass texture and horizon line separating the foreground and background. This is a pencil drawing focusing on texture and use of line, color is optional.	Observational drawing Nature Foreground Middle ground Background Line Texture	

MUSIC

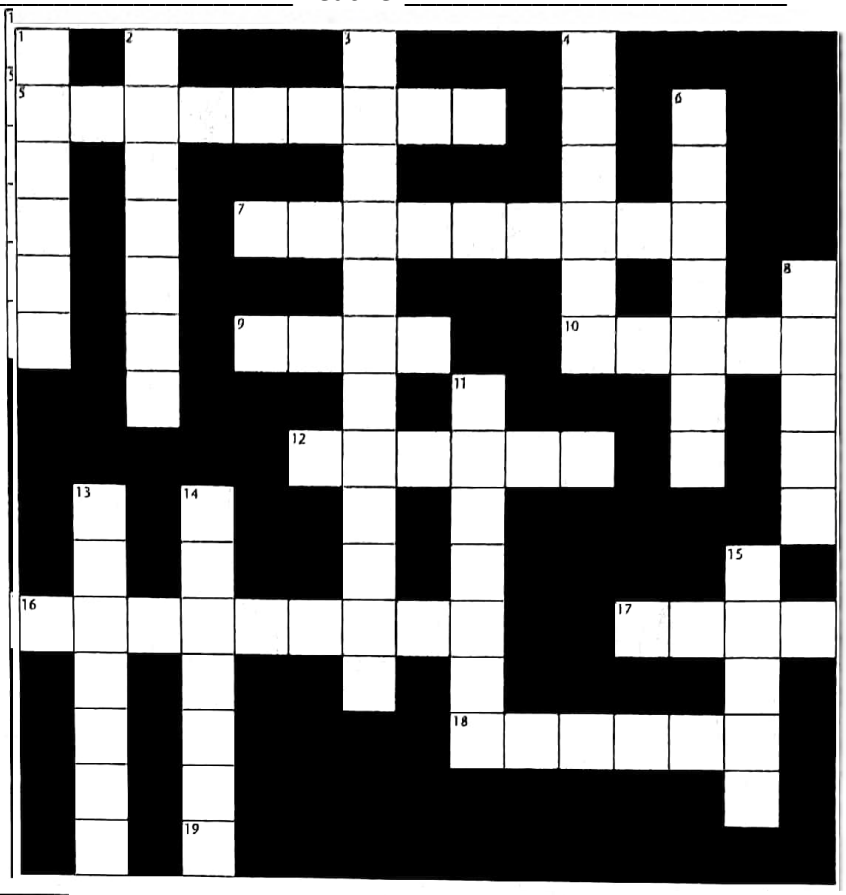
4th Grade Learning in Place April 6-10

Name_____ Teacher_____

Crossword Puzzle 2

Vocabulary List

accent
Bernstein
canon
coda
crescendo
Ennanga
flute
introduction
kayagum
mallets
measure
octave
proverb
scat
subito
tonal
upbeat
xylophone



Across	Down
5. The musical sign that tells you to get louder (p. 200)	**1.** Gives emphasis to a single tone or chord (p. 209)
7. This composer's first name is Elmer (p. 145)	**2.** The space between two bar lines (p. 131)
9. Music that ends a song after the words are sung (p. 138)	**3.** In music it is played before the words are sung (p. 138)
10. The home tone of a song is also called the _____ center (p. 215)	**4.** One or more notes before the first strong beat of a phrase (p. 133)
12. The distance between one note and the next higher or lower note that has the same name (p. 143)	**6.** An instrumental piece by William Grant Still (p. 127)
16. Means "wood sound" (p. 148)	**8.** One of the oldest known instruments (p. 184)
17. A form of jazz singing (p. 158)	**11.** Sticks with rubber, felt, wood, or yarn balls on one end (p. 148)
18. Sudden (p. 125)	**13.** A Korean folk instrument (p. 137)
	14. A short, true saying that's easy to understand (p. 224)
	15. A follow-the-leader musical process in which all perform the same pattern, but start at different times (p. 190)

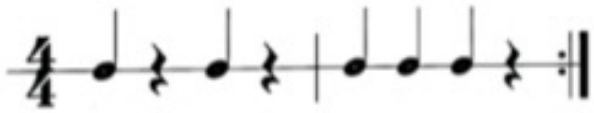
Name_____ Teacher_____

Creating Rhythms

A. Create some percussion instruments from found materials. Use them as an accompaniment to a speech piece. Describe your instruments here. Tell how you will play them.

1. Example: Keys—shake for a jingling sound.
2. _____
3. _____
4. _____
5. _____

B. Rhythm patterns for an accompaniment: Practice each pattern. Ask friends to join you. Each can play a different pattern.

1. 
2. 
3. 
4. 

C. Compose your own rhythm pattern below. Practice each pattern. Play each pattern. Remember to only put 4 beats in each measure.

1. 
2. 

APRIL DEAM Calendar

Drop Everything And Move

SPRING into action

Name:	Teacher:

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

Grade 4: Gifted Opportunities

Gifted Education & Academic Rigor

April 6 – April 24

Communication Skills

Complete the activity for each week. Please write responses on your own paper and be ready to share with your Gifted Resource Teachers when you see them.	
Week 1 April 6 - 10	**My Invention**. Think about an invention that you'd like to have. Write at least a one page description of your new idea. Include what the invention is, what it would be used for, and who would use it. You should also include a picture of your invention. For some extra credit, you could actually make a model of your idea and share it with the rest of the class!
Week 2 April 13 - 17	**SPRING BREAK**. Enjoy and have fun! Watch your favorite television shows, take a walk outside and listen to the birds sing! Can you smell the flowers?
Week 3 April 20-24	**About My Book** 1. Choose a nonfiction book to read. 2. Write three important questions that you are still wondering about, even after you finished reading the book. 3. Share your questions with an adult or sibling who also read this book, and discuss the possible answers. 4. Now write what you think is the best answer.
Don't forget to read everyday!!	

Mathematics

Complete the activity for each week. Please write responses on your own paper and be ready to share with your Gifted Resource Teachers when you see them.	
Week 1 April 6 – 10 	**Skateboard Wheels**. Amber owns a skateboard shop. Amber wants to buy eight hundred forty-six skateboard wheels. Skateboard wheels sell in sets of two. A set of two skateboard wheels cost five dollars. How much money does Amber spend to buy eight hundred forty-six wheels? Amber puts four wheels on every skateboard. On how many skateboards can Amber put four wheels? Show all your mathematical thinking.
Week 2 April 13 - 17	**SPRING BREAK** –Have FUN with your family, learn how to play chess, count the spare change from your pockets or in a drawer – how much did you find?
Week 3 April 20-24	**Large Muffins**. Mrs. Tanner makes one large muffin for every student in the class. Each box of muffin mix uses two cups of milk and three eggs. Each box of muffin mix makes six large muffins. Mrs. Tanner uses four boxes of muffin mix because that is exactly how many muffins she needs to make for the students. 1) How many cups of milk & eggs will Mrs. Tanner use to make the large muffins 2) How many students are in Mrs. Tanner's class? **Show all of your mathematical thinking.**

Topic: Jobs

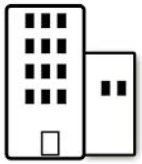
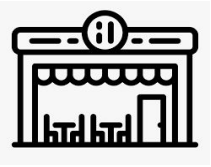
Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Point to each picture above and say the words 3 times. Think of 2-3 other jobs. Draw each job and label. **Example**: Roofer 	Watch a movie or TV show. What jobs did you see in the movie or TV show? Write 2-3 sentences: I watched _____, and I saw a _____. **Example**: I watched <u>The Cat and The Hat,</u> and I saw a <u>roofer</u>.	Read a book or magazine in English or your home language. What jobs did you read about? Talk to a family member about the jobs you read about. **Example**: I read about a roofer. A roofer fixes leaks on houses.	What jobs do you do at home to help your family? Write 2-3 sentences and draw a picture for each sentence: At home I _____. **Example**: At home I <u>wash the dishes</u>. 	Ask your family members what jobs they do. (Mom, what is your job?) Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____. **Example**: My <u>mom</u> is a <u>chef</u>. 

NPS ESL Learning in Place Plan, Grade 3-5, April 20-24

Topic: Job Locations

Bank	Shopping Center	Hospital	Office Building	School	Restaurant
 A **banker** works at a **bank**.	 A **cashier** works at a **shopping center**.	 A **doctor** works at a **hospital** or an **office building**.	 A **nurse** works at a **hospital** or an **office building**.	 A **teacher** works at a **school**.	 A **waiter** works at a **restaurant**.

Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Point to each picture above and read each sentence 3 times. Think of 2-3 other job locations. Draw each job location and label. **Example**:  library	Watch a movie or TV show. What job locations did you see in the movie or TV show? Write 2-3 sentences: I watched _____. A _____ works at a _____. Example: I watched Word Girl. A librarian works at a library.	Read a book or magazine in English or your home language. What job locations did you read about? Talk to a family member about the job locations you read about. **Example**: I read about a library. A library has books and magazines for people to read.	Think about where you do your jobs at home. Write 2-3 sentences and draw a picture for each sentence: I _____ in the _____. **Example**: I wash the dishes in the kitchen. 	Ask your family members where they work. Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____, and he/she works at a _____. **Example**: My mom is a chef, and she works at a restaurant.