Student's Name: _____ ELA Teacher's Name: _____
(First and last name)

4th Grade ELA Distance Learning Packet April 20th - 24th

Online students: Make sure you submit your work to your teacher!
Attention: Keep this packet along with any completed activities and return to school on Mondays from 12-4 PM!

Monday: Read the story, Dangerous Waters. As you read, hashtag or make notes next to each paragraph.

Tuesday: Use the Dangerous Waters passage to help you answer the comprehension questions. *This page will be taken for a Reading Grade.

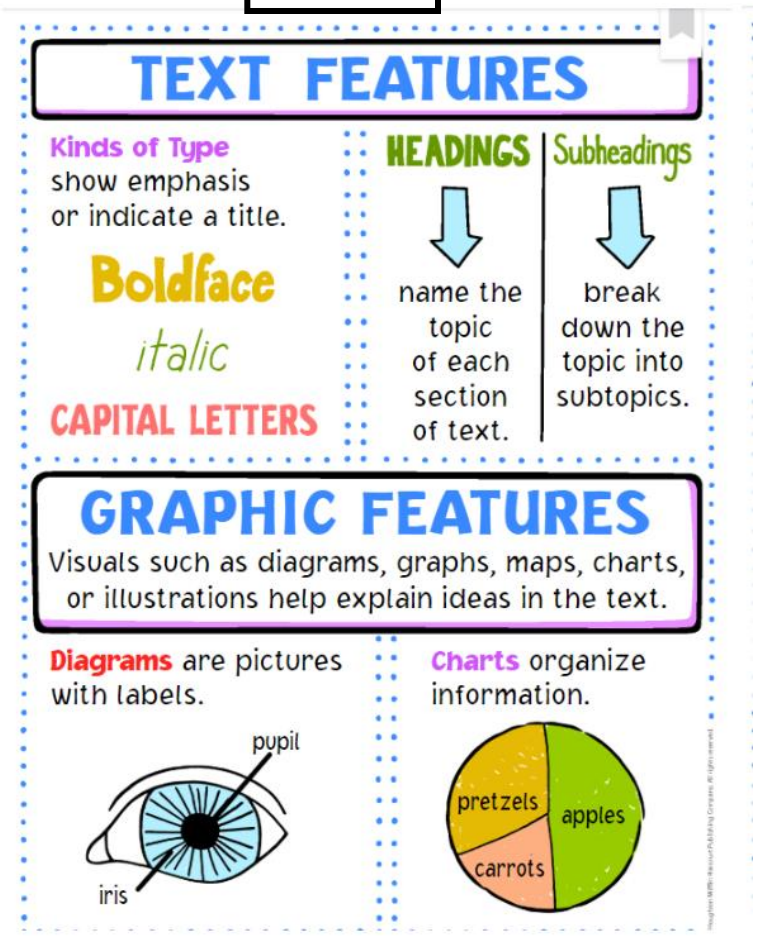
Wednesday: Use the Dangerous Waters passage to help you fill out the Summarizing Organizer.

Thursday: Use the Dangerous Waters passage and your Summarizing Organizer to help you write a summary of the passage.

Friday: Use the writing choice board to pick a prompt. Make sure and use feelings and details to help explain your topic. AND Fill in the text feature chart with how each listed text feature helps you understand the text.
*Your final draft will be taken for a Language Arts Grade.

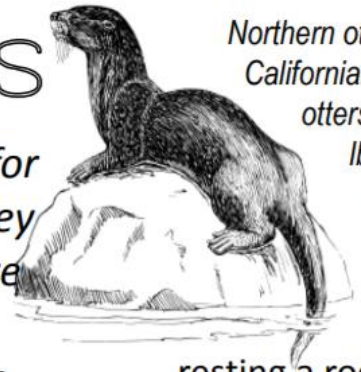
Accommodations: Reading: Have someone read the passage and worksheets to you. On the summary organizer, fill out one detail instead of two. You may type your summary on google docs. Word Study: Complete 2 squares this week.

Friday



Monday

DANGEROUS WATERS



Northern otters are larger than Californian otters. Northern otters weigh nearly 100 lbs. and Californian otters only 65 lbs.

For years sea otters have been fighting for survival as a threatened species. While they spend most of their time in the water, there are many dangers that put them as risk.

Not Safe

The sea otters of the world are not safe and are currently a threatened species. Entrapment, oil, and pollution are the deadly threats to these furry mammals. Sea otters become entangled in fishing traps, nets, and *are even struck by boats*. Once trapped or struck, it is extremely difficult for otters to survive. Oil spills are deadly to these animals. When oil mats their fur, it prevents the fur from **insulating** them from the frigid water. Without the insulation, the otters will die from **hypothermia**. Pollution also threatens the life of sea otters. It causes them to be the most diseased wildlife population in the world.

Sea Life

Sea otters are the heaviest member of the weasel family and the smallest marine mammal. Their body has adapted to be ideal water mammals. They have a dense fur to protect them from frigid water, since they have no blubber. Their nostrils and ears close while under water. Their hind feet are long, flat, and webbed in order to be used to propel themselves through water. Their front paws are short with **retractable** claws and tough pads to grasp food.

Sea otters are social animals. Females and their pups live in groups together, while males live in different groups. They spend most of their day floating on their backs on the surface of the water either sleeping or resting a rock on their chest and smashing shellfish against it to eat. Sea otters eat urchins, abalone, mussels, clams, crabs, snails, and many other ocean species. They use tools, such as rocks, to pry shellfish open.

Otter Friends

These furry mammals have people who support them and try to keep them safe. The Defenders of Animal Rights fight for money to fund sea otter research and rescue injured otters. The Friends of Sea Otters Organization actively works to maintain and increase the protection of sea otters.

Furry Facts

Average hairs per square inch on a human head: 700

Average hairs per square inch on a sea otter: 170,000-1,061,000

Words to Know

insulating: to prevent or isolate from something
hypothermia: experiencing dangerously low body temperature from extreme cold
retractable: to take back

Tuesday

Dangerous Waters
Comprehension Questions

1. Sea otters have dense fur....
   - ○ to make them fluffy and soft
   - ○ to protect them from frigid water
   - ○ to allow them to swim

2. Why do sea otters have retractable claws and tough pads?
   - ○ to clean fur
   - ○ to swim better
   - ○ To grasp food

3. While sea otters sleep they...
   - ○ float on their backs
   - ○ lay on a rock
   - ○ lay in groups

4. The Friends of Sea Otters Organization actively work to _____ and _____ the protection of sea otters.

5. Describe a sea otter's eating habits.

_____

_____

6. How are sea otters social animals?

_____

_____

7. Why are sea otters not safe? What threatens them?

_____

_____

8. How have their bodies adapted for sea life?

_____

_____

_____

_____

Name: _____

Wednesday

Summarizing Organizer

SECTION: Not Safe

The main topic of Not Safe is

_____

_____

Detail: _____

_____

Detail: _____

_____

SECTION: Sea Life

The main topic of Sea Life is

_____

_____

Detail: _____

_____

Detail: _____

_____

SECTION: Otter Friends

The main topic of Otter Friends is

_____

_____

Detail: _____

_____

Detail: _____

_____

Thursday

Summary of

DANGEROUS WATERS

Friday

Text Feature	How it helps me understand the text
Heading [Not Safe]	
Glossary [Words to Know]	
Illustration [Otter drawing]	
Caption [Northern otters are larger...]	

Monday -Friday

Gr 4 Word Study Suffixes Choice Board: April 20-24

Directions: Choose 1 square every day to complete on a separate sheet of paper.

-ful	-less	-ness	-ment
playful	spotless	weakness	treatment
truthful	endless	softness	enjoyment
cheerful	breathless	closeness	movement

Create a Word Search using 7 of your words. S U N S U R F I N G V A D J G H A Z R O O Q N V X W M R J X L Y K D Z I I V T M L H D X C B L C I P E G O T R A Y W F J	Be an Author Write a short story using at least 5 of your words correctly.	Be an Artist For at least 7 words, draw a picture that illustrates the meaning of the word.
Rainbow Words Use the following coloring code to write each word: Root word –blue Suffix- green Example: playful	Be a Word Spy Look in other texts or magazines to find 6 Words with the suffixes: -ful -less -ness -ment	Word List Make a list of 5-10 other words that would follow the same Suffixes: -ful -less -ness -ment
Use Figurative Language Write sentences with at least 5 of your words using figurative language.	Word Pyramids Pick ten words. Create a pyramid for each word by adding a letter at a time: r re rea read	Type your Words Type your words on the computer other device.

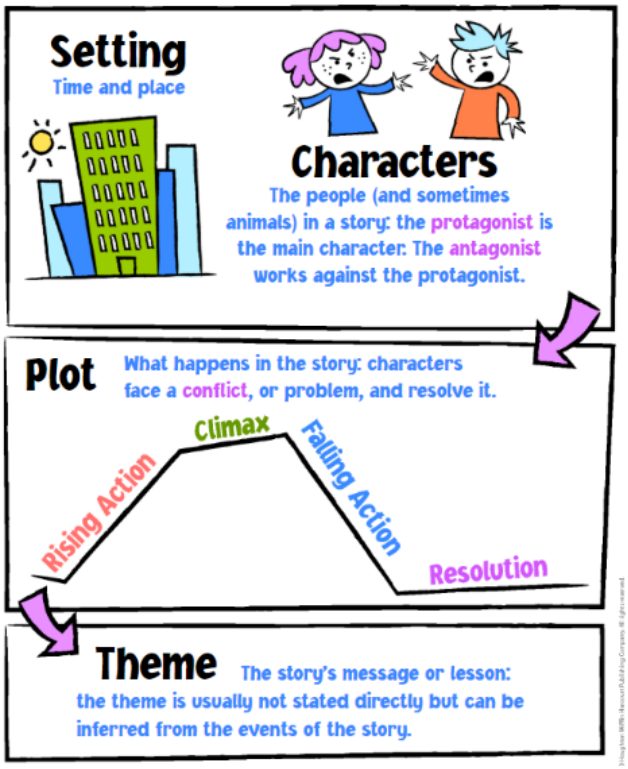
April 20-24: Writing

Writing Prompt Board: Personal Narrative

Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!

Include feelings and details! ☑ Write about a special person, or animal, in your life.	Include feelings and details! ☑ Write about a time when you learned how to do something new.	Include feelings and details! ☑ Write about a special family event or tradition you remember.
Include feelings and details! ☑ Write about a time when you were successful at doing something.	Include feelings and details! ☑ Write about your most memorable vacation with family or friends.	Include feelings and details! ☑ Write about a time when you lost something.
Include feelings and details! ☑ Write about a day when nothing seemed to go right.	Include feelings and details! ☑ Write about a time when you were a leader.	Include feelings and details! ☑ Write about your most precious possession.
Include feelings and details! ☑ Write about a time when you were able to be helpful to someone else.	Include feelings and details! ☑ Write about the best gift you ever received.	Include feelings and details! ☑ Write about a time when you were embarrassed.

Narrative Elements



The Writing Process

Monday: Prewriting: choose a topic from the choice board and organize your ideas using the anchor chart & story map.

Tuesday: Drafting: write your ideas down on a separate sheet of paper.

Wednesday: Revising: make improvements to the ideas, organizations, and style of your writing.

Thursday: Editing: Correct errors in grammar, spelling, and punctuation.

Friday: Publishing: Write & share your final draft!

Name _____

Organizing My Personal Narrative

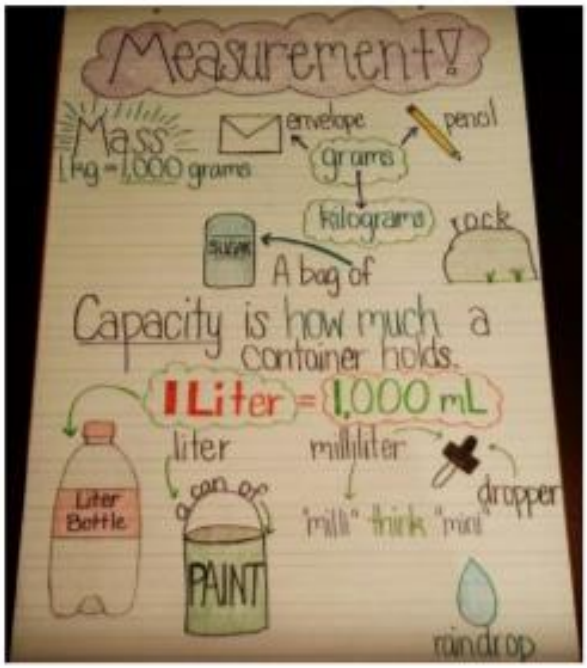
Complete the story map to plan the structure of your personal narrative.

Characters	
Conflict	**Setting**
Events	
Conclusion	

Name **Teacher's Name**

April 20th-24th Math Assignments

Here are some things to help you this week-



Videos to help you-

Brain Pop:Metric vs. Customary

Brain Pop: Metric Units

*Make sure that you access Brain Pop through the DISD Symbaloo Page-

https://dickinsonisd.symbaloo.com/home/mix/13ePGeRhfJ

Number Rock:Metric Systems Conversions Song

https://www.youtube.com/watch?v=djTNUp4XIRo

Study Jams: Unit of Measurement

http://studyjams.scholastic.com/studyjams/jams/math/measurement/units-of-measurement.htm

Name **Teacher's Name**

April 20th-24th Math Assignments

Math Notes to help you:

This week, you will be learning about a new system of measurement- The Metric System! Until now, we have focused on the Customary System. The Customary System is the primary system of measurement that we use in the United States to measure things. Both the Customary System and the Metric System are used to measure the length, weight or mass, and capacity or volume of items. Most other countries around the world actually use the Metric System. This system measures everything in factors of tens, which makes converting them much easier! Make sure to watch the Brain Pop videos and take a good look at the posters above to help you this week.

The best thing to remember when working with the Metric System is that each type of measurement- length, mass (weight), and volume (capacity)- is measured with a base unit. Here are the base units:

- Length- Meter
- Mass- Gram
- Capacity- Liter

To measure things smaller or larger than the base unit, the Metric system adds prefixes on the front of the base unit. Here are the prefixes we will be studying:

- The Milli- prefix means the unit is VERRRRRY small. The smallest of all of the Metric prefixes! We use Millimeters to measure very small lengths, like the length of an ant, and Milliliters to measure very small volumes, like medicine we take. It takes 1,000 milli- to make one base unit. Therefore, it takes 1,000 millimeters to make 1 meter, and it takes 1,000 milliliters to create 1 liter.
- The Centi- prefix means it is still very small, but not as small as milli-. It takes 100 centi- to get to a base unit We can use Centimeters to measure the width of a book, and 100 centimeters equals one meter.
- The largest prefix is Kilo-. Kilo- units are 1,000 base units. For example, a Kilometer, which we would use to measure long distances, is 1,000 meters. Kilograms, which are similar to pounds, are equal to 1,000 grams.

Name Teacher's Name

April 20th-24th Math Assignments

Monday Assignment-

Fill In The Blanks

Use your reference materials and the Word Bank below to complete the following statements. Some words will remain unused.

Word Bank

Centimeter	Grams	Less	Meters	Millimeter
Equal	Kilogram	Liter	Milligram	Millimeters
Gram	Kilometer	Meter	Milliliters	Greater

1 A _____ is smaller than centimeter.

2 There are 100 centimeters in a _____.

3 A gram is _____ than a kilogram.

4 There are 1,000 _____ in a kilometer.

5 A liter is _____ than a milliliter.

6 One thousand milligrams is equal to a _____.

7 A _____ is larger than a meter.

8 One liter is _____ to 1,000 milliliters.

9 A centimeter is equal to 10 _____.

10 One kilogram is equal to 1,000 _____.

Only one individual assignment will be taken for a grade this week, but please complete all of the packet for a completion grade! Monday's assignment will be taken for a grade! Your teacher will look over the other work to see how you are doing and how we can better help you.

Tuesday Assignment-

1. Victoria is building a box for her CDs. Which is the best estimate of the width of a CD?

   (A) 5 miles
   (B) 5 feet
   (C) 5 yards
   (D) 5 inches

2. Darius is filling a jug with water to take on his trip. Which is the best estimate of the amount of water his jug holds?

   (A) 4 gallons
   (B) 4 cups
   (C) 4 pounds
   (D) 4 ounces

Name Teacher's Name

April 20th-24th Math Assignments

Tuesday- (Continued)

3. York School has a new jungle gym and a new swing set on its playground. Which is the best estimate of the height of the jungle gym?

   Ⓐ 3 kilograms

   Ⓑ 3 meters

   Ⓒ 3 kilometers

   Ⓓ 3 grams

5. Anna is driving from Dallas to Austin. Which is the best estimate of the distance she will drive?

   Ⓐ 320 kilograms

   Ⓑ 320 meters

   Ⓒ 320 liters

   Ⓓ 320 kilometers

4. Multi-Step Stan wants to know the weight of his hammer and its length. Which two units should he use?

   Ⓐ ounces and inches

   Ⓑ pounds and feet

   Ⓒ pounds and miles

   Ⓓ ounces and feet

6. Multi-Step Jodi wants to weigh her dog and measure its height. Which two units should she use?

   Ⓐ pounds and inches

   Ⓑ ounces and yards

   Ⓒ kilograms and kilometers

   Ⓓ grams and millimeters

Wednesday Assignment-

Complete.

1. 5,000 grams = _____ kilograms
2. 3 liters = _____ milliliters
3. 9 kilograms = _____ grams
4. 6,000 milliliters = _____ liters

Metric Units of Mass
1 kilogram (kg) = 1,000 grams (g)

Metric Units of Liquid Volume
1 liter (L) = 1,000 milliliters (mL)

Name Teacher's Name

April 20th-24th Math Assignments

Thursday Assignment-

Step 1: Get two dice and a partner. (If you do not have dice, you can use two small pieces of paper with the digits 1-6 on them, like dice.)
Step 2: Roll your dice and add your numbers. Find the problem that matches the number you rolled.
Step 3: Solve the conversion and find the number on the game board. Color that number.
Step 4: Let your partner complete the same work. The first to 4 in a row wins!

You rolled....	You solve....				
2	62 km=_____m	5	19 km=_____m	9	450 km=_____m
3	73 m=_____cm	6	73 m=_____mm	10	45 m=_____cm
4	45 m=_____mm	7	62 m=_____cm	11	190 m=_____mm
		8	19 m=_____cm	12	620 km=_____m

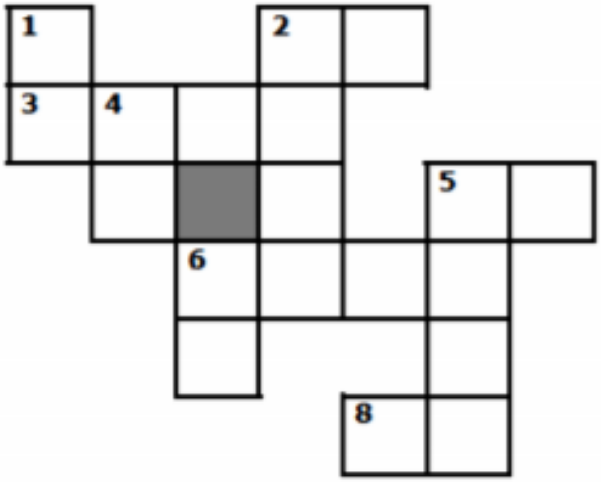
73,000	450,000	19,000	1,900
4,500	62,000	450,000	190,000
62,000	1,900	6,200	7,300
190,000	45,000	7,300	620,000

Name Teacher's Name

April 20th-24th Math Assignments

Friday Assignment-

Use the clues below and **Puzzle Clues** to complete the puzzle.



Across

2 _____ centimeters = 260 millimeters

3 65 meters = _____ centimeters

5 1 centimeter = _____ millimeters

6 4 kilograms = _____ grams

8 2 years = _____ months

Down

1 3 feet = _____ inches

2 2 kilometers = _____ meters

4 _____ cups = 26 pints

5 _____ ounces = 64 pounds

6 _____ quarts = 11 gallons

Puzzle Clues-

Across

2

cm	mm
10	100
15	150
20	200
25	250

6

kg	g
1	1,000
2	2,000
3	3,000
5	5,000

3

m	cm
10	1,000
20	2,000
35	3,500
75	7,500

8

Years	Months
3	36
4	48
6	72
10	120

5

cm	mm
2	20
3	30
4	40
7	70

Down

1

ft	in.
1	12
2	24
4	48
5	60

5

oz	lb
16	1
160	10
480	30
960	60

2

km	m
1	1,000
3	3,000
5	5,000
7	7,000

6

qt	gal
12	3
20	5
28	7
36	9

4

c	pt
10	5
24	12
50	25
60	30

Name:_____

Science

Teacher's Name:_____

Week of April 20th - 24th

This week you have 2 assignments!

TUESDAY:

*Today you will begin reading about how different objects react to heat and doing a Scavenger Hunt!! Read the short paragraphs on pages 2 and 3 to learn about insulators and conductors. When you are done reading, search around your house and list **10** objects/items that are CONDUCTORS and **10** objects/items that are INSULATORS! Use this list below to record your findings.

CONDUCTORS:	INSULATORS
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____
6) _____	6) _____
7) _____	7) _____
8) _____	8) _____
9) _____	9) _____
10)_____	10) _____

Only one individual assignment will be taken for a grade this week, but please complete all of the packet for a completion grade! Wednesday's assignment will be taken for a grade! Your teacher will look over the other work to see how you are doing and how we can better help you.

How do objects react to heat?

Imagine sitting down on a metal chair that has been out in the sunshine. The chair will feel hot. Heat moves through some objects easily. A material that allows heat to move through it easily is called a conductor. Metals are excellent heat conductors. This makes metal a good material for pots and pans used for cooking.

In contrast to metal, glass is only a fair conductor of heat. If you pour boiling water into a metal bowl, the inside and outside of the bowl will heat up quickly. If you pour boiling water into a glass bowl, though, the inside of the bowl will heat up, but the outside of the bowl will not.

Some materials are poor conductors of heat. Heat does not pass easily through plastic, rubber, or wood. Materials that don't conduct heat well are called insulators. A potholder is an insulator. It's made of materials that don't conduct heat well. That's why a potholder can protect your hand.

You've learned that metal is a good material for making pots and pans. However, if handles on a pot or pan are also made of metal, you can't pick up the pot when it's hot. That's why many metal pots have handles made of plastic or wood. Since these materials don't conduct heat well, they are insulators. They make the pot safe to pick up and hold.

windows have two panes of glass to limit conduction. They also have a coating that limits heat radiation

Insulation is blown inside the walls of a house. Insulation keeps heat from traveling through to the attic.

How are conductors and insulators different?

Many materials that conduct heat also conduct electricity. A good example is the metal copper. Copper wire is used to conduct electricity.

Heat insulators also work to insulate electricity. Materials such as plastic and rubber don't conduct electricity.

In general, solids are better heat conductors than liquids or gases are. That's because the particles in a solid are packed very close together. The particles move back and forth, but they don't move apart from each other. As a result, heat moves quickly from one particle to another.

Gases, on the other hand, are good insulators. One example of a good insulator is air. You may have heard that it's a good idea to wear layers of clothing when going outside in cold weather. That's because air becomes trapped between the layers. Each thin layer of air becomes a layer of insulation. The layers of air keep heat close to your body.

Insulators slow down the movement of heat. That's why insulators like plastic and rubber are used to cover the metal wires that conduct heat or electricity.

How does an electric cord work?

Electricity provides energy for lamps and other household items. An electric cord attached to the lamp is plugged in to an outlet in the wall. There, a system of wires provides electricity.

An energy cord needs to conduct electricity and still be safe to touch. The cord is made of different types of materials. The material in the center of the cord is a conductor, such as copper wire. The wire carries the electrical energy from the power source to the lamp. The material outside the copper wire is an insulator, such as rubber or plastic. Since these materials don't conduct heat or electricity well, insulators make the electric cord safe to touch.

WEDNESDAY:

*Answer questions 1-9 titled "Sum It Up!" Use the paragraphs you read on tuesday to help you answer these questions.

Sum It Up!

When you're done, use the answer key to check and revise your work.

Write the vocabulary term that describes each material.

1

metal cube

2

a knit hat

3

rubber bands

Draw a box around the correct answer or answers.

[4] Heat moves easily through it.	insulator	conductor	
[5] Heat does not move easily through it.	insulator	conductor	
[6] Solids often do this to heat.	insulate	conduct	
[7] A thin layer of trapped air can do this to heat.	insulate	conduct	
[8] Which forms of heat transfer do insulated bottles prevent?	conduction	convection	radiation
[9] Wrapping hot water pipes prevents which form of heat transfer?	conduction	convection	radiation

How does fur keep an animal warm? Each thick hair is surrounded by air. The air and the fur act as insulators, keeping the animals warm.

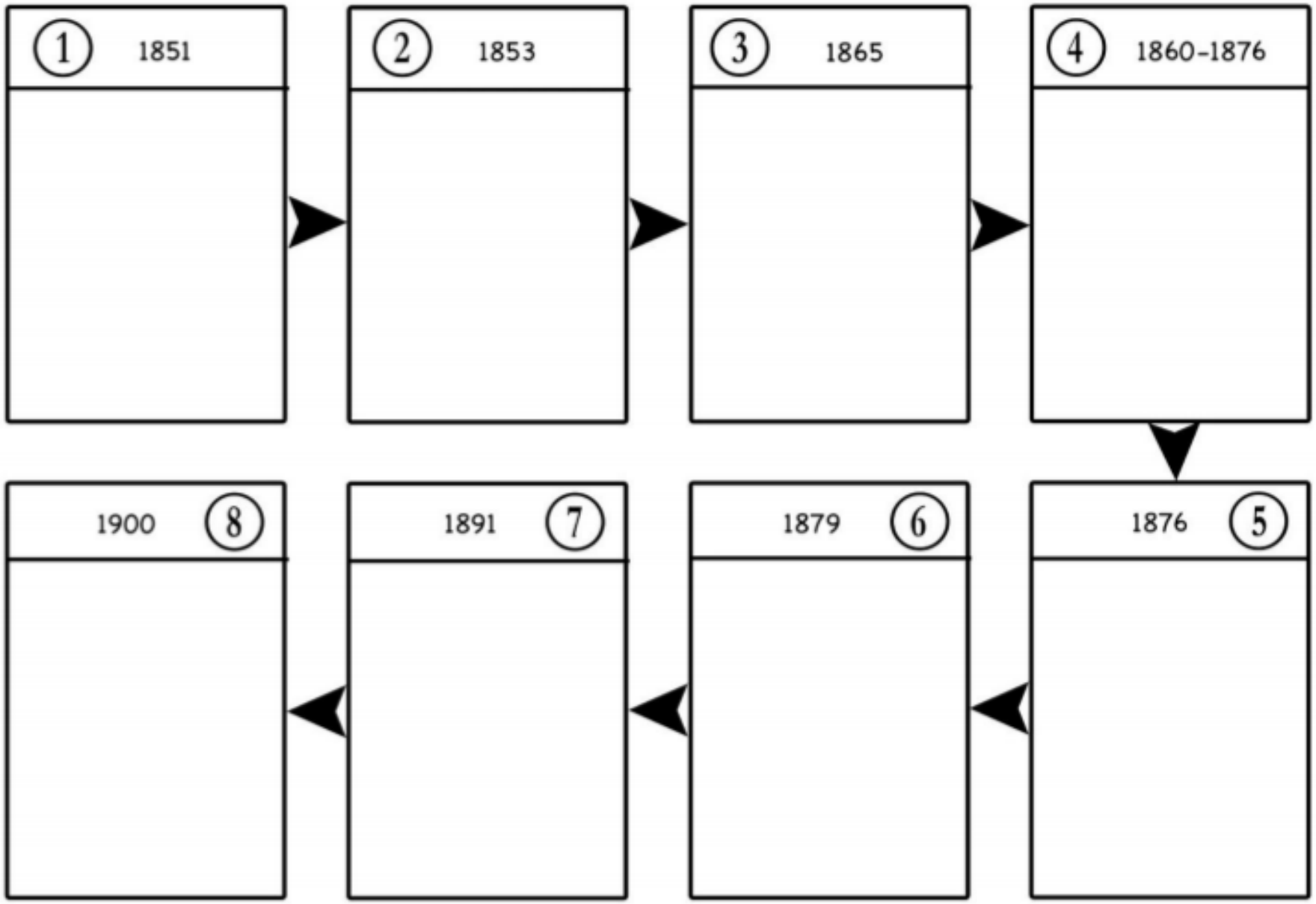
Hot pipes radiate heat from water into the air. Wrapping them keeps the heat from escaping.

Soil is a great insulator. Basements are usually cool, even in the summer.

Name:_____ **Social Studies** Teacher's Name:_____

WEDNESDAY & THURSDAY:

* Using the reading passage, "On The Right Track," on page 5, fill in each box below with the event or events that happened on that particular date. Doing so will complete a sequence of events! **Only one individual assignment will be taken for a grade this week, but please complete all of the packet for a completion grade! "On The Right Track," on page 5 - assignment will be taken for a grade! Your teacher will look over the other work to see how you are doing and how we can better help you.**



Name: _____ Date: _____

On the Right Track

Texans eagerly looked forward to the coming of the railroads. It was slow and difficult to travel around Texas on horseback or in a wagon or steamboat. A few companies tried and failed to begin railroads during the 1830s. In 1851, a company finally began building. The first section of track opened in 1853. There were over 500 miles of railroad track in Texas by 1865. These tracks connected Galveston, Port Arthur, and Houston. Established towns near railroads greatly increased their populations. Dallas went from about 800 people in 1860 to more than 7,000 by 1873. After the first train arrived in Austin in 1871, the number of people living there doubled within five years. In 1876, the state government offered land to railroad companies to build railroads. By 1879, 2500 miles of track existed in Texas, mostly on the eastern side. However, railroads slowly spread westward. Trains brought even more people to Texas. New towns such as Abilene sprang up along railroad routes. A special committee was created in 1891 to make sure customers were treated fairly by railroad companies. Texas had nearly 10,000 miles of tracks by 1900.

1) The text is organized by ---

A) comparing and contrasting several large railroad companies
B) describing the first Texas railroads
C) sharing railroad development in Texas in sequential order
D) explaining the solutions to transportation problems in Texas

2) According to the text, when were railroads first built in Texas?

A) 1830
B) 1851
C) 1860
D) 1865

3) What happened after railroads were built in established Texas towns?

A) There was a decrease in the number of people living in those towns.
B) There was an increase in the number of people living in those towns.
C) Other businesses failed.
D) It became easier to travel by boat or wagon.

4) What does the phrase *sprang up* mean as it is used in the paragraph above?

A) appeared suddenly
B) operate quickly
C) spent money
D) presented unexpectedly