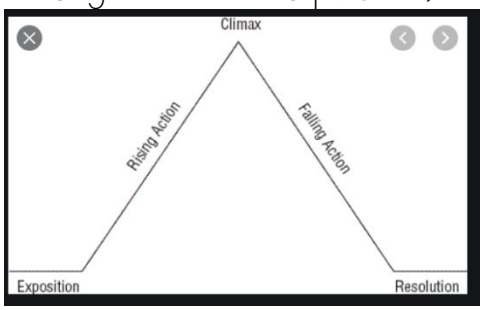
Name: _____ ELA Teacher: _____

4th Grade April 27-May 1
Distance Learning Packet

Fiction Choice Board

Directions: Choose 1 square each day and use the fable below to complete it on a separate sheet of paper.

Comic Strip Create a comic strip showing 5 major events from the story in sequence. Include captions and/or dialogue bubbles to retell the story along with pictures.	**Book Cover** Create a book cover for the story you read. Include the title, author, illustrator, and a picture including setting, characters.	**Text Connections** Compare the story you have read with one of the following: Text to Text (other book you've read) Text to Self (a personal connection) Text to World (something you've seen or heard in real life)
Main Character Description Draw a picture of the main character and write 7 sentences describing the main character.	**Fiction Story Timeline** After reading the story, create a timeline showing the sequence of events in the story.	**Author's Purpose** Explain in a paragraph why the author probably wrote this text (persuade, entertain, inform. How do you know?)
Create a Plot Mountain Map of your story. (You can use the graphic organizer in this packet.)  	**Plot** Describe 3 main events that are important to the story. What is the turning point in your opinion? Use evidence from the text to support your answer.	**Theme** In your opinion, what is the theme of the story, or message the author is trying to convey. Use 3 pieces of evidence from the text to support your opinion.

<u>Accommodations</u>: Have someone read the story aloud to you. Complete 2 squares this week.

The Ant and the Grasshopper

(adapted from the fable by Aesop)

"Ahhh.... This is the life," sighed the grasshopper contentedly as he lounged in the thick, summer grass. The warm sun shone on him, and he gazed through the tall stalks of grass at the blue sky. After a relaxing rest, the grasshopper leapt off across a flowery meadow, chirping and singing with delight. Before long, the grasshopper happened upon an ant that was headed toward his nest. The ant was bent over with a large kernel of hard corn upon his back. The ant trudged along, determined but weary from the heavy weight of the corn.

"Why are you working so hard?" questioned the grasshopper. "Come and leap with me! It is summer, and the weather is perfect!"

Written by Jan Gervais, 2013

The ant replied, "I am storing up food for the winter, and I recommend that you do the same."

"Why bother about winter?" said the Grasshopper as he rolled his eyes. "You worry too much, little ant! There's plenty of food right now!" But the ant went on its way and continued its toil.

Winter arrived with its icy winds, heavy snow, and hard frozen ground. There were no tiny insects to eat, no seeds, no corn, no food at all. The foolish grasshopper found himself dying of hunger. He saw the ants sharing the corn and grain they had spent all summer collecting.

Then the Grasshopper knew:

It is best to prepare while you have the chance.

Word Study Suffixes Choice Board

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

Inflectional Endings

Word +	-ing	-ed	-er	-able
write	writing	---	writer	writable
come	coming	---	comer	---
have	having	---	---	---
make	making	---	maker	makeable
use	using	used	user	useable/usable
love	loving	loved	lover	loveable/lovable
change	changing	changed	changer	changeable
manage	managing	managed	manager	manageable

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 Y M N Q A P S A N D B A W K B E I T Q K A H A Z S R U C L B L P V B U T N G O E L J E X O F Y Y P A F I S H C Q Z W T C S E A G U L L K M H	Write a short story using *at least* five of your words correctly.	For at least 7 words, draw a picture that illustrates the meaning of the word.
Write sentences with 5 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.

Accommodations: Complete 2 squares this week.

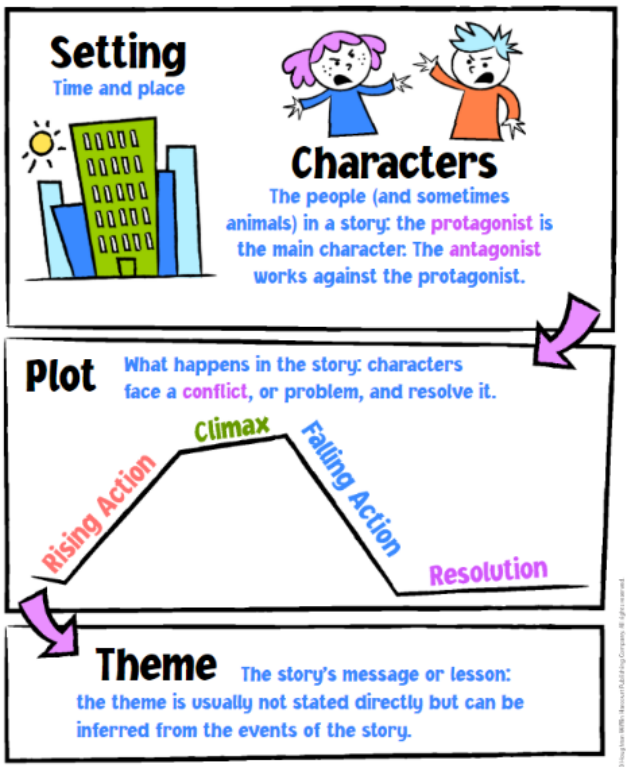
April 27- May 1: Writing

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 new 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.

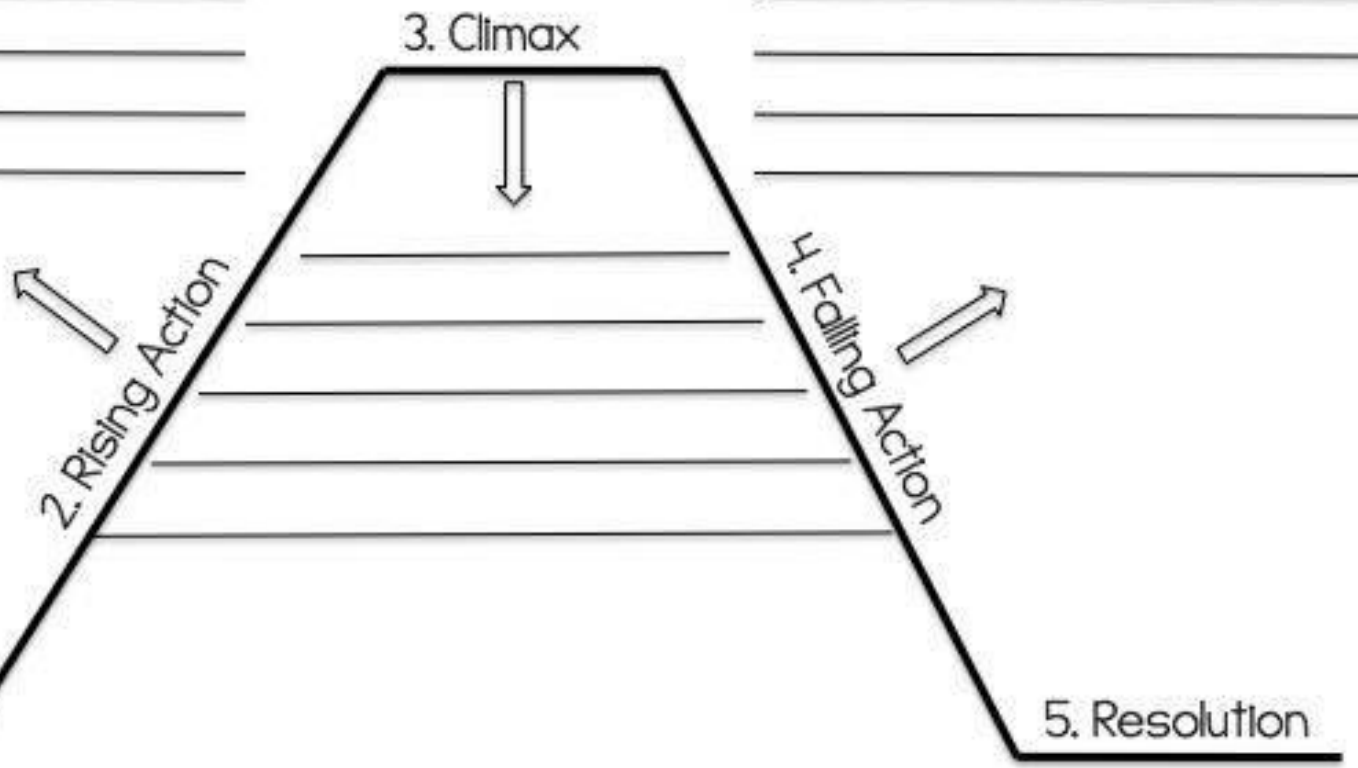
Wednesday: Revising: make improvements to the ideas, organizations, and style of your writing.

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

Friday: Publishing: Write & share your final draft!

Story Plot Mountain

Name _____ Title of Story _____



Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Here is the vocabulary you will need to know and use this week:

Data- A **collection of facts**, such as numbers, words, measurements, observations or even just descriptions of things.

- Data can be anything- a class of student's shoe sizes, their favorite ice cream flavors, or even their heights could all be collected to create a data set.

Frequency- The **number of times the data occurs** in a data set.

- Repeat it with me!! *"Frequency is the number of times the data occurs!"* If 4 different students like strawberry ice cream the best, the frequency of strawberry ice cream in our data set is 4.

Dot Plot- A graph that shows the **frequency** of the data along a **number line**.

- The most important thing to know about Dot Plots is that they always occur on a number line! See the example on the next page.

Frequency Table- A table that uses numbers to show **how often a number or piece of data occurs.**

- Frequency tables are exactly how they sound. You take the frequency of the data and create a table to show the different frequencies. We use this table to help us organize a data set that has many pieces of data.

Videos to help you:

Frequency Tables Video with question examples-

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

Dot Plot Video with question examples-

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

** Only one individual assignment per subject will be taken for a grade this week, but please complete all of the packet for a completion grade! Math-Tuesday'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. **

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Here is an example to help us see these vocabulary words in action….

A teacher asked the students in her class their shoe size. Their answers are written in the data set (a full collection of data) below.

$7\frac{1}{2}$	$6\frac{1}{2}$	8	10	7	11	7	$8\frac{1}{2}$	$7\frac{1}{2}$	8
8	7	$7\frac{1}{2}$	9	$8\frac{1}{2}$	8	7	11	9	9

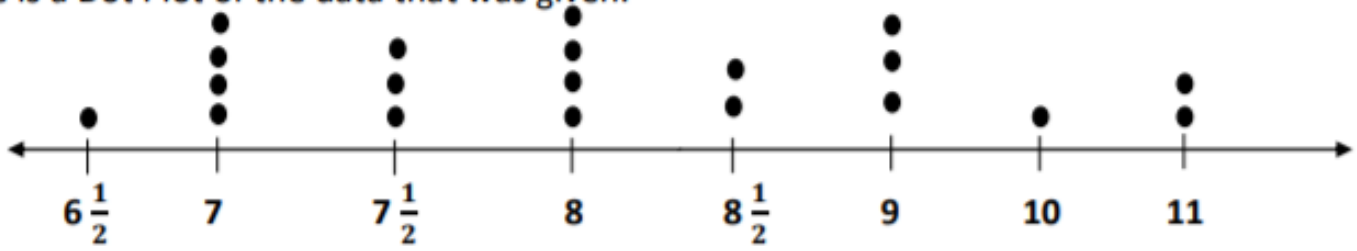
****Each shoe size represents 1 student.****

We will take the data given to us and create a frequency chart first. As mentioned above, a frequency chart takes the data and organizes it to make it easier to read. First, I will give the number a "Tally" when I see it above. As I give the piece of data a tally, I will mark it off, so that I know I used it and I won't try to use it again. Once I have tallied all of the pieces of data, I will write it's frequency (the number of times it occurs) in the frequency box.

Shoe Size	Tally	Frequency
$6\frac{1}{2}$	I	1
7	IIII	4
$7\frac{1}{2}$	III	3
8	IIII	4
$8\frac{1}{2}$	II	2
9	III	3
10	I	1
11	II	2

To create the Dot Plot, first I will draw the number line and put the numbers on it from smallest to greatest. Then, I will simply put a dot above the number as I see it in the data set.

Here is a Dot Plot of the data that was given.



****Each dot represents the shoe size of one student.****

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Monday- Collecting and Organizing Data/Creating a Frequency Table

The data set below represents how many minutes different students in 4th grade spent on their math assignments last week.

45 min.	**30 min.**	**50 min.**	**30 min.**	**40 min.**	**45 min.**	**40 min.**	**35 min.**	**50 min.**	**55 min.**
65 min.	**60 min.**	**65 min.**	**60 min.**	**55 min.**	**50 min.**	**45 min.**	**30 min.**	**50 min.**	**60 min.**

Using this data, fill in the Frequency table below.

Hint: Fill in the tally mark first, marking a tally next to the number each time that you see it. Make sure that you mark the numbers off above as you go so that you don't use the number twice, but also so that you use each number. Use the table on the previous page to help you.

Amount of Minutes Worked	Tally	Frequency
30 min.		
35 min.		
40 min.		
45 min.		
50 min.		
55 min.		
60 min.		
65 min.		

Answer the following questions using the frequency chart.

1. How many students worked for 45 minutes last week?_____
2. How many students worked for 60 minutes last week?_____
3. How many students worked for either 45 minutes or 50 minutes last week?

_____

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Tuesday- Questions over Frequency Tables

****Today's assignment will be taken for a grade!**

Use your knowledge of Frequency Tables to answer the following questions.

1. Greg made a table showing the number of baskets he made during 15 basketball practices.

Number of Baskets Made				
12	14	24	18	20
8	17	20	14	14
16	19	20	19	18

If Greg were to make a frequency table from this data, what number would he use to show the number of times he made 14 baskets?

Ⓐ 5 Ⓒ 3

Ⓑ 0 Ⓓ 4

2. Lacy made a table to show the number of miles she walked.

Miles Walked			
1	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{1}{2}$
$1\frac{1}{2}$	1	$\frac{1}{2}$	$\frac{3}{4}$
1	$\frac{3}{4}$	$1\frac{1}{2}$	1

If Lacy were to make a frequency table from this data, what number would she use to show the number of times she walked $\frac{1}{2}$ mile?

Ⓐ 4 Ⓒ 1

Ⓑ 2 Ⓓ 3

Use the table at right for 7–8.

Ellen is training to run a marathon. She made a table to show how many miles she runs each day she trains.

Miles Run Each Day				
10	8	12	10	8
9	13	10	9	13
9	12	8	12	12
12	10	13	9	13

3. **Multi-Step** Ellen made a frequency table from this data. Which mileage will have the greatest frequency?

Ⓐ 12

Ⓑ 13

Ⓒ 9

Ⓓ 10

4. **Multi-Step** Which statement about the frequency table Ellen made is NOT true?

Ⓐ Ellen ran the same number of 9 and 10 mile days.

Ⓑ Ellen ran more 12 mile days than 10 mile days.

Ⓒ Ellen ran four 9, 10, and 13 mile days.

Ⓓ Ellen ran fewer 9 mile days than 8 mile days.

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Wednesday- Creating a Dot Plot

Kristen practices her tennis serve every day. She records the amount of time she practices, in fractions of an hour. Use the data in the table to make a dot plot to represent the data.

Time Spent Practicing Serving (hour)				
$\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{1}{2}$
$\frac{3}{4}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$
$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{2}$

STEP 1

Order the data from the least to greatest fractional part of an hour. Draw a number line. Label it with the fractions. Write a title below it to describe the data.

The data points should start with the least fraction and end with the greatest fraction. The data points for this dot plot will be _____, _____, _____.

STEP 2

Place a dot above each fraction on the number line to show how many times Kristen spent that time practicing her serve.

Time Spent Practicing Serving

Share and Show

1. Use the data in the Distance Biked table to complete the dot plot.

Distance Biked

Distance Biked (km)				
3	5	12	2	1
8	5	8	6	3
11	8	6	4	10
10	9	6	6	6
5	2	1	2	3

2. Make a dot plot from the data in the table.

Number of Siblings				
2	2	1	1	3
4	0	1	1	0
2	2	1	3	4
1	0	0	2	0

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Thursday- Questions over Dot Plots

Using your knowledge of Dot Plots, answer the questions below.

1. Mrs. Thompson counted the number of books that students in her class checked out from the library. She wants to make a dot plot to represent the data. How many dots will she place above the number 3?

Number of Books Checked Out								
2	5	4	5	2	3	2	3	2

Ⓐ 6

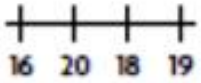
Ⓑ 3

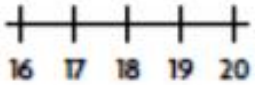
Ⓒ 9

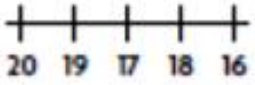
Ⓓ 2

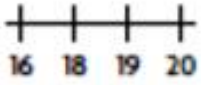
2. Hector recorded the time he spent watering his yard each day. He wants to make a dot plot to represent the times he recorded. Which shows the way Hector should label the times on the number line?

Time Spent Watering (in minutes)							
16	20	16	18	16	20	19	18

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

Use the table at right for 7–8.

3. **Multi-Step** Mr. Davis recorded the grades his students scored on a math test. He wants to make a dot plot to represent the data. How many more dots will he place above the 100 than above the 70, 75, and 80 combined?

Ⓐ 2 Ⓒ 3

Ⓑ 6 Ⓓ 4

Grade Scored on Test			
100	85	90	95
85	95	100	80
100	90	70	100
75	95	100	75
90	100	85	95

4. **Multi-Step** Which statement about the dot plot is NOT true?

Ⓐ Fewer students scored 90 than 95.

Ⓑ More students scored 75 than 80.

Ⓒ More students scored 95 than 80 and 85 combined.

Ⓓ The same number of students scored 85 and 90.

Week of April 27th Math Assignments
Dot Plot and Frequency Tables

Friday- Creating Frequency Tables and Dot Plots

The data below represents the book heights in inches of a set of books delivers to The Book Nook. Create a Dot Plot and a Frequency Chart that reflect the data given.

Remember: The Dot Plot is on a number line, so you must also put the data given in order from smallest to greatest in order to put it correctly on the number line!

Height of Books (in inches)

$8\frac{1}{2}$ 10 $7\frac{1}{2}$ 9 9 10 $7\frac{1}{2}$ 8 8 10 8 8 9 $8\frac{1}{2}$ 8 8 9 9 $8\frac{1}{2}$ 8

Frequency Table

Height	Tally	Frequency

Dot Plot

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

Week of April 27th-May1st

Wednesday:** ***This is your graded Social Studies assignment for the week. Read the text below and answer the 4 questions

****Accommodations:** ***Read the whole text to your child as well as the questions and answer choices.***

****This assignment will be taken for a grade!**

Cotton and Cattle Country

A farm is a large area of land used to grow crops or raise livestock. A ranch is a kind of farm that focuses on raising animals such as cattle or sheep. Cotton was first grown in Texas by Spanish missionaries and later by Anglo American settlers and Southern plantation owners. Cotton farmers spent long hours planting, caring for, and harvesting their crops. Then the cotton was sent to **mills** up north to be turned into material for clothing. The Texas economy depended on cotton both before and after the Civil War. The Spanish were also responsible for bringing cattle to Texas, where they were kept at missions or on small ranches. Some animals escaped and formed wild longhorn herds. Settlers began catching and raising them. Ranching became the main Texas business starting in 1867 and continuing for about 20 years. Ranchers spent long hours caring for and managing their cattle. A longhorn was worth up to four times as much money in northern cities. Texas ranchers hired cowhands to round up longhorns and guide them hundreds of miles during a cattle drive. Cattle drives ended in cities with railroad stations where the longhorns were transported the rest of the way north by train to be sold for food.

---

1) **A reader can use context clues to understand that a mill is a ---**
   a) Train Station
   b) Manufacturing facility
   c) Seed store
   d) Ranch location

2) **How did cattle ranchers get their businesses started after the Civil War?**
   a) They bought cattle cheaply in the north and brought them to Texas.
   b) They took cattle from Spanish missions.
   c) They held cattle drives to collect cattle.
   d) They caught wild longhorn herds.

3) **Which of the following statements is NOT true for both cotton and cattle?**
   a) Both were brought to Texas by the Spanish.
   b) Both were sent from the south to the north.
   c) Both were important to the Texas economy.
   d) Both were raised in small spaces.

4) **According to the text, how are farms different from ranches?**
   a) Farms are a type of ranch.
   b) Farms sell plants or animals.
   c) Farms focus on raising animals.
   d) Farms hire cowhands to go on cattle drives

Name:_____ **Science** Teacher's Name:_____

Week of April 27th-May 1st

Thursday:** ***This is your graded Science assignment for the week! Complete the "Unscramble" below and solve the riddle at the bottom! Use the reading passages on the next pages to help you.

****Accommodations:** ***Read the questions and the reading passages to you. You can also provide you child with the word bank:** (Series, Parallel, Conductor, Parallel, Open, Circuit, Bulb, Insulator, Closed)*

****This assignment will be taken for a grade!**

Unscramble the scrambled word in each sentence. Write the unscrambled word after the sentence. The first one is done for you.

A. In some circuits, electrical energy is transformed into light energy by a light **lubb**.	(B) U L B 6
B. The wires in a circuit are made of a material that is a **doortuccn**.	_ _ _ _ _ _ _ _ (_) 10
C. A path that an electric current can follow is an electric **icurict**.	_ _ _ _ (_) _ (_) 4 5
D. A circuit in which electric charges can follow several different paths is called a **rallpale** circuit.	_ (_) _ _ _ _ _ _ 8
E. If a wire is disconnected, the circuit is an **enop** circuit.	_ _ (_) _ 9
F. The covering on electric plugs and around wires is made of an **rainulost**.	(_) _ _ _ _ _ _ _ (_) 2 7
G. A circuit in which all the devices are connected in a single path is a **ressie** circuit.	_ _ (_) _ _ _ 3
H. When a light is on, it is part of a **scolde** circuit.	(_) _ _ _ _ _ 1

Solve the riddle by writing the circled letters above in the correct spaces below.

Riddle: What is another name for a clumsy electrician?

A _ _ _ _ C _ _ I _ _ B _ _ E _ _ K _ _ _

1 2 3 4 5 6 7 8 9 10

Name:_____ **Science** Teacher's Name:_____

Week of April 27th-May 1st

How is a conductor different from an insulator?

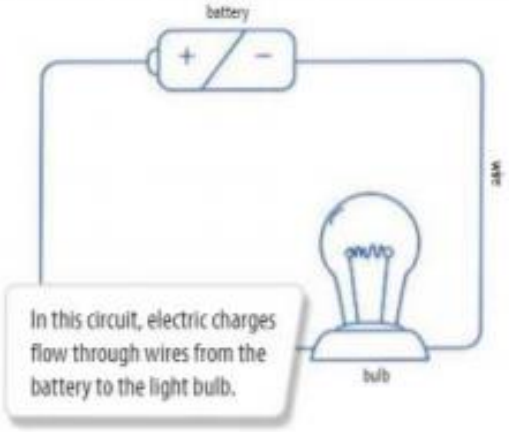
A flow of electric charges is called an electric current. Any material that allows electric charges to move easily through it is called a conductor. Most metals, such as copper, iron, gold, and silver, are conductors. Many of the electrical wires in our homes are made of copper. Aluminum is also a good conductor of electricity. Most electrical lines are made of aluminum.

Electric charges also flow through particles found in water. Pure water is not a conductor, but most water is not pure. It has dissolved substances that act as conductors. That is why you should never use electric devices near water or swim during an electrical storm.

A material that can block the flow of electric charges is called an insulator. Most solid materials that are not metals are insulators. Rubber, glass, wood, and plastic are examples of insulators.

Conductors and insulators are used to control the flow of electric charges. An electrical cord has both conductors and an insulator to control the flow of electric charge to an appliance. Plastic and rubber are good insulators; that's why they cover most electrical cords. Electricity can flow through the wires inside the cord, but it can't flow through the plastic or rubber to shock your hand. The covering over the wires makes the electrical cord safe to touch. For the same reason, the part of the plug that you touch is also made of plastic or rubber.

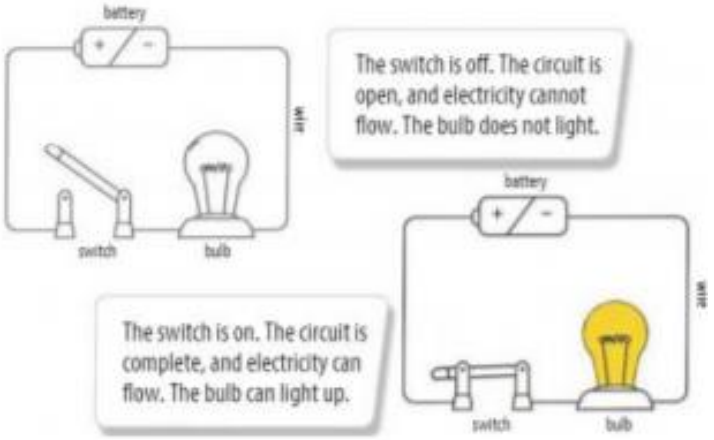
What is an electric circuit?



Electric current must flow in a path. The path along which an electric current flows is called a circuit. Look at the circuit above. This circuit has parts: an energy source, a load, and connectors. An energy source is the source of electricity that provides energy to the load. Here, the energy source is a battery. A load is any device that uses electricity. In this circuit, the load is the light bulb. Connectors are wires that carry the electric charges between the energy source and the load. For the bulb to light, the wires must connect the battery and light bulb to form a circuit. This flow of electricity is called a current.

Electricity cannot flow if there are any breaks or gaps in the circuit. A circuit with a break or gap is called an open circuit. The path in an open circuit is not complete. In this situation, the bulb will not light up. A complete circuit with no breaks or gaps is called a closed circuit. Electricity flows in a closed circuit, so the bulb will light up.

Many circuits have a switch. The switch is turned off and on to close and open a circuit. When the switch is turned off, the circuit opens. The electricity cannot flow, and the bulb goes dark. When the switch is turned on, the circuit closes, allowing the electricity to flow and the bulb to light up.



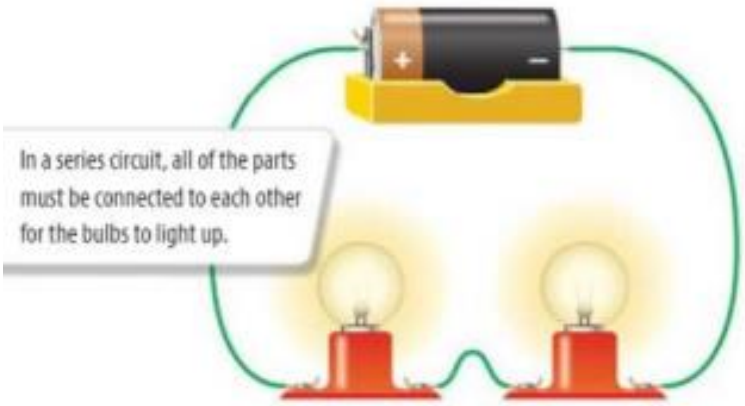
Name:_____ **Science** Teacher's Name:_____

Week of April 27th-May 1st

How is a series circuit different from a parallel circuit?

Not all circuits are the same. A series circuit has only one path for electric charges to follow. This kind of circuit can have more than one load. Remember that a load is an electrical device, such as a light bulb.

Think about a circular train track. All the trains travel in the same direction. This is how a series circuit works. The picture below shows a series circuit. One wire connects all the parts. When the light bulbs are in place, the circuit is closed. The charges flow, and the bulbs light up. If you remove a light bulb, the circuit is open. Charges do not flow, and the bulbs do not light up.



In a series circuit, all of the parts must be connected to each other for the bulbs to light up.

Imagine a train set with different tracks that all lead to the same station. This will help you to visualize what a parallel circuit is like. In a parallel circuit, charges can flow through more than one path.

In a series circuit, the same current goes through the entire path. In a parallel circuit, the current is split between the different paths. Some current flows through one path. Some flows through the other. Look at the circuit below. Both loads, or light bulbs, connect to the energy source through separate paths. If you remove one light bulb, the other will remain lit. That is because the current is still flowing through the complete circuit in the other branches.

In a parallel circuit, charges can flow through the top loop and the bottom loop. You can remove one light, and the other will still glow.