Name: _____   ELA Teacher: _____

4ᵗʰ Grade May 4-8
Distance Learning Packet
Fiction Choice Board

Directions: Choose 1 square each day and use the <u>myth</u> below to complete it on a separate sheet of paper. **One of the squares you turn in will be taken for a Reading grade.**

Comic Strip	Book Cover	Text Connections
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.	Create a book cover for the story you read. Include the title, author, illustrator, and a picture including setting, characters.	Compare the story you have read with one of the following: Text to Text (another 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 VOICE OF NATURE

An Aboriginal myth from southern Australia relates how, in the beginning, the voice of the Ancestor spoke each day from a great gum tree, and the tribe gathered around to listen. But as time went by the people grew weary of hearing his words of wisdom. One by one they turned their backs on the voice to pursue their own pleasures, and a vast silence settled over the whole of the land and the sea. There was no wind and the tides were still, no birds sang, and the earth seemed to be dying.

The tribe soon wearied of the pleasures of their own making and began to be afraid and lonely. They returned to the great tree again and again, hoping to hear the words that would ease their misery. And one day the voice of their Ancestor spoke again.

He told them it was the last time his voice would be heard, but that he would give them a sign. The great tree split open, a huge tongue of light came down into its trunk, and then it closed up again.

Since that time the Aboriginals have known that the voice of their Ancestor exists in all things, and speaks to them through every part of nature.

From *Dreamtime Heritage* by A. & M. J. Roberts

Word Study Choice Board

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

Change Y to I
apply - applies
supply - supplies
deny - denies
magnify - magnifies
balcony - balconies
ceremony - ceremonies
story - stories

Making New Words	ABC Order	Choose 4 words.
Word Chain: Create a word chain at least 5 words long by changing one letter at a time. Choose one your words above to start. (dear: hear, head, dead, deed, need, seed)	Write all 14 of your words in ABC order.	1. Draw a picture that stands for the word. 2. Write the meaning of the word. 3. Write a sentence using the word. 4. Write the word.
Wrong Hand Use the opposite hand you write with to write all 14 words.	**Type your Words** Type all 14 words on the computer other device.	**Word Pyramids** Pick 7 words. Create a pyramid for each word by adding a letter at a time. Example: r re rea read

Accommodations: Complete 2 squares this week.

Expository Writing

Directions: Use the Writing Process that is outlined below to write an expository essay. **You should turn in a final draft; it will be taken for a Language Arts grade.**

The Writing Process

<u>Monday</u>: Prewriting: choose a topic from the list below and organize your ideas using the graphic organizer on the next page. Read the Help Sheet in this packet before starting. You may use it to help you.

<u>Tuesday</u>: Drafting: write your ideas down on a separate sheet of paper.

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

<u>Thursday</u>: Editing: Correct errors in grammar, spelling, and punctuation.

<u>Friday</u>: Publishing: Write & share your final draft!

Writing Topics to Choose From

- How to make a friend.
- How to be responsible.
- How to make a choice.
- How to apologize.
- Think of your most valued possession. Explain why it is so important to you.
- Explain why it is so important for kids to attend school.
- Think about a time when you did something that you didn't want to do. Explain why you did it anyway.
- Think of a person whom you consider to be a hero. Explain why other people should admire this person.
- Explain three ways that people can do nice things for one another.
- Explain what you would do if a friend got mad at you for something that you didn't do.
- Think about a famous person whom you would like to meet and explain why you would want to meet him or her.
- Choose an important tool that can be found in our classroom. Explain how it has made an impact on teachers and students.
- Think about a time when you couldn't stop laughing and explain what happened.

Name _____

Organizing My Essay

You have already finished the research for your expository essay. Before you begin your draft, create a flow chart. This will help you tell the events in the correct order and include all the important parts.

Title:

↓

Central Idea:

↓

Key Details:

↓

Conclusion:

WRITING HELP SHEET

HELP SHEET

Developing Coherency for an Expository Composition

Prompt: Write about your favorite place to spend time and explain what makes it special.

First Step: Use a method to brainstorm possible topics for your composition. List topics and approaches.

Topic (favorite place)	Approach to the topic (why the topic is special)
the beach	spending time with family
the soccer field	playing with a team
the park by my house	using the skating section

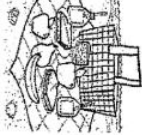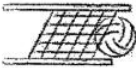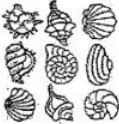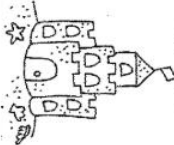**Second Step:** Choose one topic and one approach. Use this to craft your central idea.

the beach ✚ spending time with family

Central Idea:

The beach is a special place to spend time with family.

Third Step:

Brainstorm possible ways to explain what makes spending time with family at the beach special. Sketch your ideas.

Central Idea:

The beach is a special place to spend time with family.

Fourth Step: Choose one of the pictures and write about it.

Write your essay using one of the pictures to explain why spending time with family at the beach makes it a special place. Notice that the central idea is underlined.

The beach is a special place to spend time with family. My family enjoys playing volleyball there. A volleyball game at the beach means getting sand between my toes and in my hair. My family is large, so we have a big team. We do not play games at home because we are so busy, so it is nice to have time to play. The sand makes a great place to have a volleyball game away from home. My dad likes to pretend that he is a professional player. Watching him play always makes me laugh. Even my youngest sister is able to join in the game. These games are always fun, and it makes me happy to see my family laughing and playing together at the beach.

Story Plot Mountain

Name _____

Title of Story _____

1. Introduction

2. Rising Action

3. Climax

4. Falling Action

5. Resolution

Week of May 4th Math Assignments

This week, you will keep using Dot Plots and Frequency Charts, but you will also learn about a new way to organize a data set that has a lot of pieces of data. This new graph is called a Stem and Leaf Plot!

A **Stem and Leaf Plot** organizes data based on it's place value. Here is a will help you understand this further.
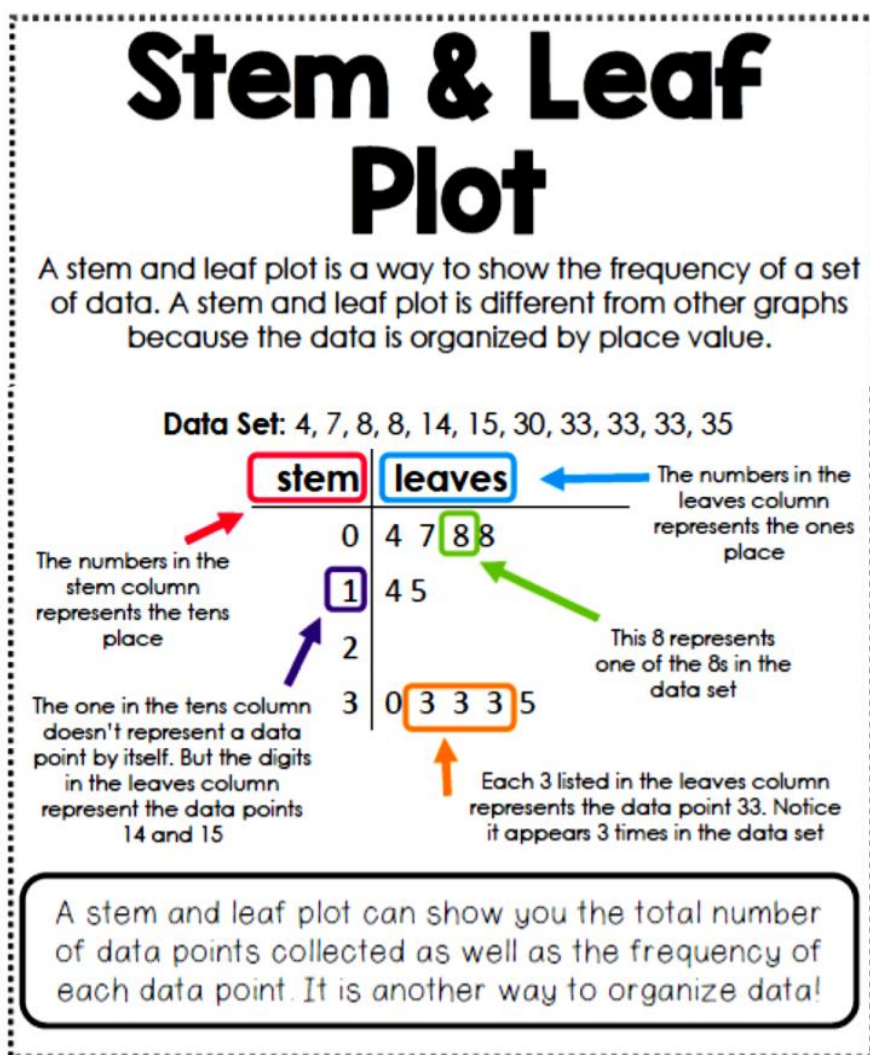
Videos that can help you:

Week of May 4th Math Assignments

Monday- Reading Stem and Leaf Plots

Use the information from the previous page to help you answer the following questions. **This day's assignment will be taken for a grade.**

1. Keri recorded the number of points for each of the words she created during a word game.

Number of Points							
22	19	27	13	31	15	22	33

Which stem-and-leaf plot represents the points Keri scored?

A

Points Scored

Stem	Leaves
1	3 5
2	2 2 7
3	1 3 9

Key: 1 | 3 represents 13 points

C

Points Scored

Stem	Leaves
1	3 7 9
2	2 2 5
3	1 3

Key: 1 | 3 represents 13 points

B

Points Scored

Stem	Leaves
1	3 5 9
2	2 2 7
3	1 3

Key: 1 | 3 represents 13 points

D

Points Scored

Stem	Leaves
1	3 7 9
2	2 2 5
3	1 3

Key: 1 | 3 represents 13 points

2. The data shown below represents the heights of students in Juan's class.

Height of Students (in inches)				
58	63	55	60	57
62	61	54	48	50
55	60	49	56	52

Juan has decided to create a stem-and-leaf plot to represent the heights. How many leaves will he put in the stem-and-leaf plot?

F 10

G 3

H 12

J 15

Week of May 4th Math Assignments

3. The data shown below represents the number of jumping jacks completed by 15 students in one minute. The physical education teacher is making a stem-and-leaf plot to display the data.

Number of Jumping Jacks Completed in 1 Minute				
44	38	39	60	57
44	42	51	52	48
45	50	51	50	55

What stems will the teacher put in the stem-and-leaf plot?

A 0, 3, 4, 5, 9

B 3, 4, 6

C 0, 1, 2, 3, 5, 8, 9

D 3, 4, 5, 6

4. The data shown below represents the number of jumping jacks completed by 15 students in one minute. The physical education teacher is making a stem-and-leaf plot to display the data.

| Number of Jumping Jacks Completed in 1 Minute				
44	38	39	60	57
44	42	51	52	48
45	50	51	50	55

What stems will the teacher put in the stem-and-leaf plot?

A 0, 3, 4, 5, 9

B 3, 4, 6

C 0, 1, 2, 3, 5, 8, 9

D 3, 4, 5, 6

Week of May 4th Math Assignments

Notes for Tuesday, Wednesday and Thursday:

For the next 3 days, you will move on from reading and creating the data organizers you have just learned- the Dot Plots, Frequency Charts and Stem and Leaf Plots- but you will also be USING these graphs to solve problem solving situations. Here is a poster to help you with solving tough word problems. The problems you will see over the next few days are not only about reading and understanding the graphs, but also reading and understating the actual question being asked. Always remember to read the question VERY carefully and repeat the question to yourself before solving and selecting the right answer.
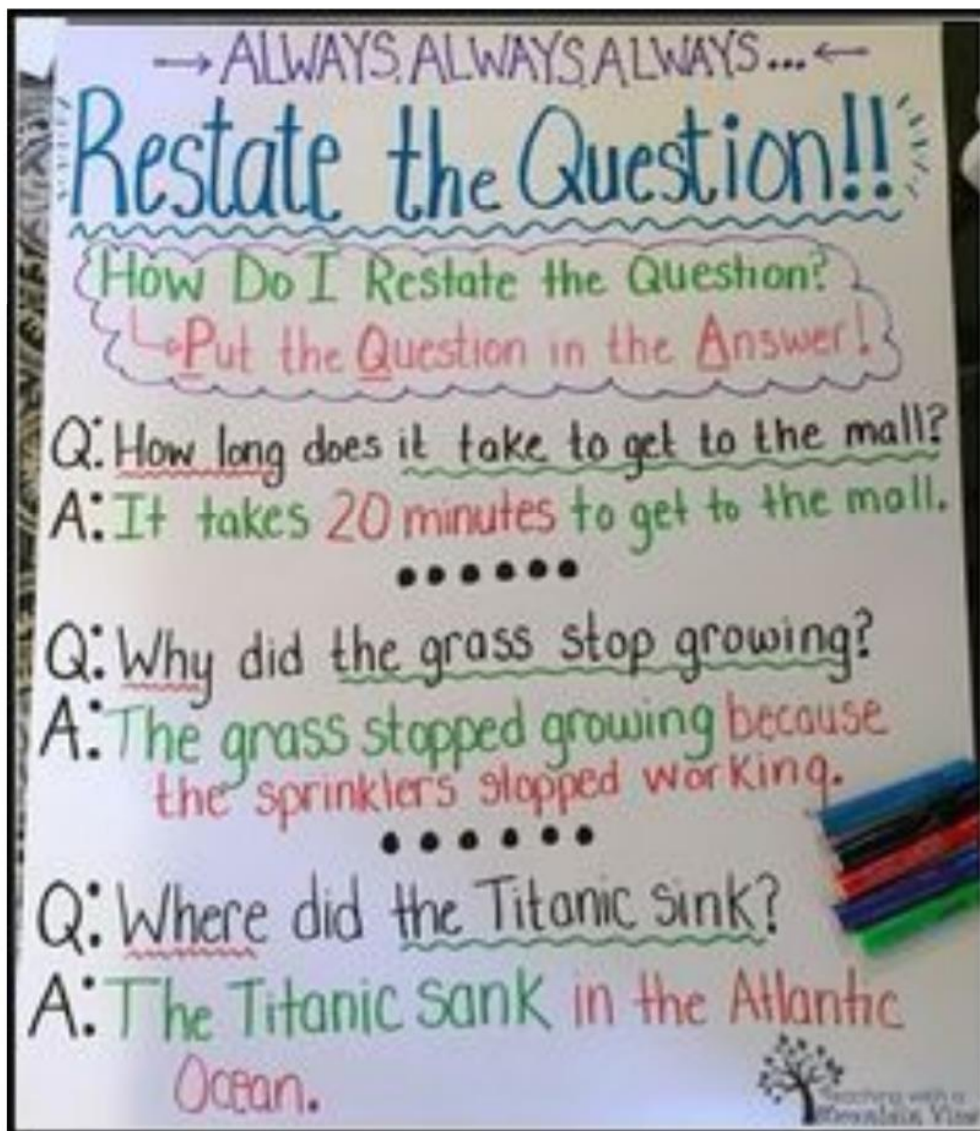
Week of May 4th Math Assignments

Tuesday- Using Stem and Leaf Plots

1. The stem-and-leaf plot at the right shows the ages of people who attended a dog obedience class. How many people were between 20 and 40 years old?

Ⓐ 7

Ⓑ 5

Ⓒ 8

Ⓓ 6

Ages of People Who Attended a Dog Obedience Class

Stem	Leaves
0	9
1	2 5 5 5 8 9
2	1 3 4 4 6
3	3 4
4	2

Key: 0 | 9 represents 9 years of age.

2. Which age group was most widely represented at the class?

Ⓐ teens Ⓒ thirties

Ⓑ twenties Ⓓ forties

3. **Multi-Step** How many people were more than 20 years old than were less than 20 years old?

Ⓐ 8 Ⓒ 2

Ⓑ 1 Ⓓ 7

- -

Wednesday- Using Dot Plots

1. Mrs. Sanders gave her students a puzzle to solve. She made a dot plot to show the number of minutes it took for her students to solve the puzzle. How many students solved the puzzle in less than 15 minutes?

Ⓐ 21 Ⓒ 4

Ⓑ 11 Ⓓ 17

Time to Solve Puzzle (in minutes)
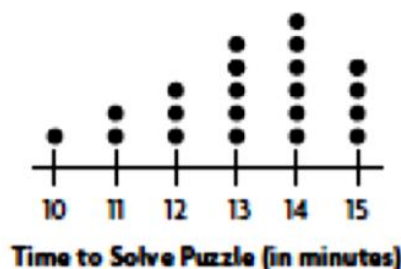
2. What number represents the time that the greatest number of students solved the puzzle?

Ⓐ 12 Ⓒ 14

Ⓑ 13 Ⓓ 15

3. **Multi-Step** How many more students solved the puzzle in 14 or more minutes than solved the puzzle in 11 or less minutes?

Ⓐ 10 Ⓒ 8

Ⓑ 7 Ⓓ 3

Week of May 4th Math Assignments

Thursday- Using Frequency Tables

Use the "Grade of Marching Band Members" Frequency Table to solve questions 1 and 2.

1. There are half as many 11th grade students in the band as there are 9th grade students. How many 11th grade students are in the band?

Ⓐ 42   Ⓒ 51

Ⓑ 84   Ⓓ 17

Grade of Marching Band Members	
Grade	Frequency
9	84
10	51
11	
12	34

2. How many more 9th grade students are in the band than 10th grade students?

Ⓐ 50   Ⓒ 33

Ⓑ 9   Ⓓ 51

Use the "April Rainfall" Frequency Table to solve questions 3 and 4.

3. **Multi-Step** Olivia recorded the frequency of the amount of rain that fell each day in April. How many more days did it rain less than an inch than it rained 1 inch?

Ⓐ 4 days   Ⓒ 26 days

Ⓑ 10 days   Ⓓ 22 days

April Rainfall (in inches)	
Amount	Frequency
$\frac{1}{4}$	5
$\frac{1}{2}$	11
$\frac{3}{4}$	10
1	4

4. **Multi-Step** How many fewer days did it rain $\frac{1}{4}$ inch than $\frac{1}{2}$ inch and $\frac{3}{4}$ inch combined?

Ⓐ 6 days   Ⓒ 26 days

Ⓑ 16 days   Ⓓ 4 days

Friday- Free math choice day!

Spend your time today playing Prodigy, Cool Math or any other fun math game you can think of! You can also use today to catch up on any work you did not have time to finish. 😊

Name:_____   **Social Studies**   Teacher's Name:_____
Week of May 4th - 8th

This is your graded Social Studies assignment for this week! You are to answer the 5 multiple choice questions _on the back of this page_!
Below you will notice bolded sections with some short reading under them. This is because I have separated what you need to read in order to answer each question.

- For example, the section of text under "**Question 1) King Cotton:**" is what you have to read to find the answer for the multiple choice question number one on the back of this page.

**Accommodations: Have your parent read the passages to you as well as the questions and answer choices!

Begin Reading
****If you would like to break it up a bit, you may choose to read
one passage and answer one question per day!****

Question 1) King Cotton:
    By the start of the century, cottonseed was the second-largest industry in Texas. Lumber was the largest. Cottonseed could be used to make many different things from cooking oil to soap.
    In the early 1900s, Texans had built too many mills. Soon, there was not enough cotton to supply all of the mills. By 1919, the cotton boom became a bust. Then in 1931, Texas passed a new law. It limited the amount of land that could be used for planting cotton. This protected the cotton industry.

Question 2) Black Gold:
    Texans knew there was oil under their soil because the sticky black liquid often bubbled to the surface. Some people used it to waterproof their boots or boats. Others rubbed it on machines to make them run smoothly.
    In 1901, a man named Anthony Lucas was digging for oil under Spindletop Hill near Beaumont (BOH-mont), Texas. One day, he struck black gold. The oil spouted like a fountain about 150 feet (46 m) into the air. It sprayed for nine days before workers got the gusher under control. The modern oil industry had begun.
    By 1902, there were 285 wells drilling for oil at Spindletop. People rushed to Texas to try to strike it rich. The oil industry boomed. Companies built pipelines to move the oil from place to place. Huge refineries (ri-FAHY-nuh-reez) turned oil into gasoline and, later, jet fuel. Today, the oil industry remains central to the Texas economy.

Question 3) Time for Reform:
    The start of the twentieth century was an exciting time in America. New inventions and jobs made life better for many people, but many Americans wanted society (suh-SAHY-i-tee) to be fairer. These reformers, or people who work for change, tried to change unfair laws. This period when people worked for equal rights is called the Progressive Era.
    For much of the twentieth century, African Americans were segregated (SEG-ri-gey-tid), or forced to remain separate from white people. Mexican Americans were also treated unfairly. They were given harder jobs and paid less money than white people. Women faced the same kind of unfairness. They were not allowed to vote. But things were about to change, both in Texas and the rest of the country. Some Texans believed that all people should be treated fairly. Reformers began working to give equal rights to all citizens. African Americans, Mexican Americans, and women began fighting for equality. Texas and the United States would never be the same.

Question 4) Equal Rights for Women:

In the Declaration of Independence, America's Founding Fathers wrote that "all men are created equal." But women shared few freedoms with men in America, including the right to vote. This would change in the twentieth century.

The women's suffrage (SUHF-rij) movement came to Texas in 1903. Suffrage means "the right to vote." At first, few men supported the idea because they thought giving women voting rights might make them forget their work at home.

Question 5) The Great War:

In 1914, World War I broke out in Europe. The war, also known as the Great War, pitted the Central Powers against the Allied Powers. Austria, Hungary, and Germany fought as the Central Powers. Russia, France, Great Britain, and others fought as the Allied Powers. Texans took an interest in the war from the start. Germany had tried to start trouble on the Texas-Mexico border before, but now it was worried that the United States might join the Allies. Germany wanted to keep the United States busy fighting Mexico.

The Germans sent a message to their Washington envoy (AHN-voi) to give to the Mexican leader. This message is known as the Zimmermann Telegram. In it, Germany asked Mexico to fight the United States. They promised to help Mexico win back Texas and other states if Mexico helped Germany in the war. Texans found out about the telegram and were outraged. So was U. S. President Woodrow Wilson. Four days later, the United States declared war on the Central Powers.

World War I was fought from 1914 to 1918. Many Texans fought bravely in the war. Four Texans won the Medal of Honor, which is the highest award in the U. S. military.

*Answer the 5 Multiple Choice Questions using the text passages above to help you
*This is your graded assignment for the week! Circle your answer

1) In 1931, _____ helped revive the struggling cotton industry.
   a) climate change
   b) a new law
   c) a drought
   d) World War II

2) In 1901, Anthony Lucas struck oil under _____ near Beaumont, Texas.
   a) Pattillo Higgins
   b) Exxon City
   c) Spindletop Hill
   d) Fort Worth

3) The period of time in the early 1900s when reformers worked for social change was known as the _____.
   a) Progressive Era
   b) Great Depression
   c) Great War
   d) Reformation

4) In 1903, the women's suffrage movement came to Texas to help give women the right to _____.
   a) Vote
   b) carry a gun
   c) get an education
   d) get divorced

5) During World I, Germany sent Mexico the Zimmerman Note promising to give Mexico _____ if it fought on Germany's side.
   a) Money
   b) Texas
   c) Honor
   d) Peace

Name:_____   **Science**   Teacher's Name:_____
                                  Week of May 4th - 8th
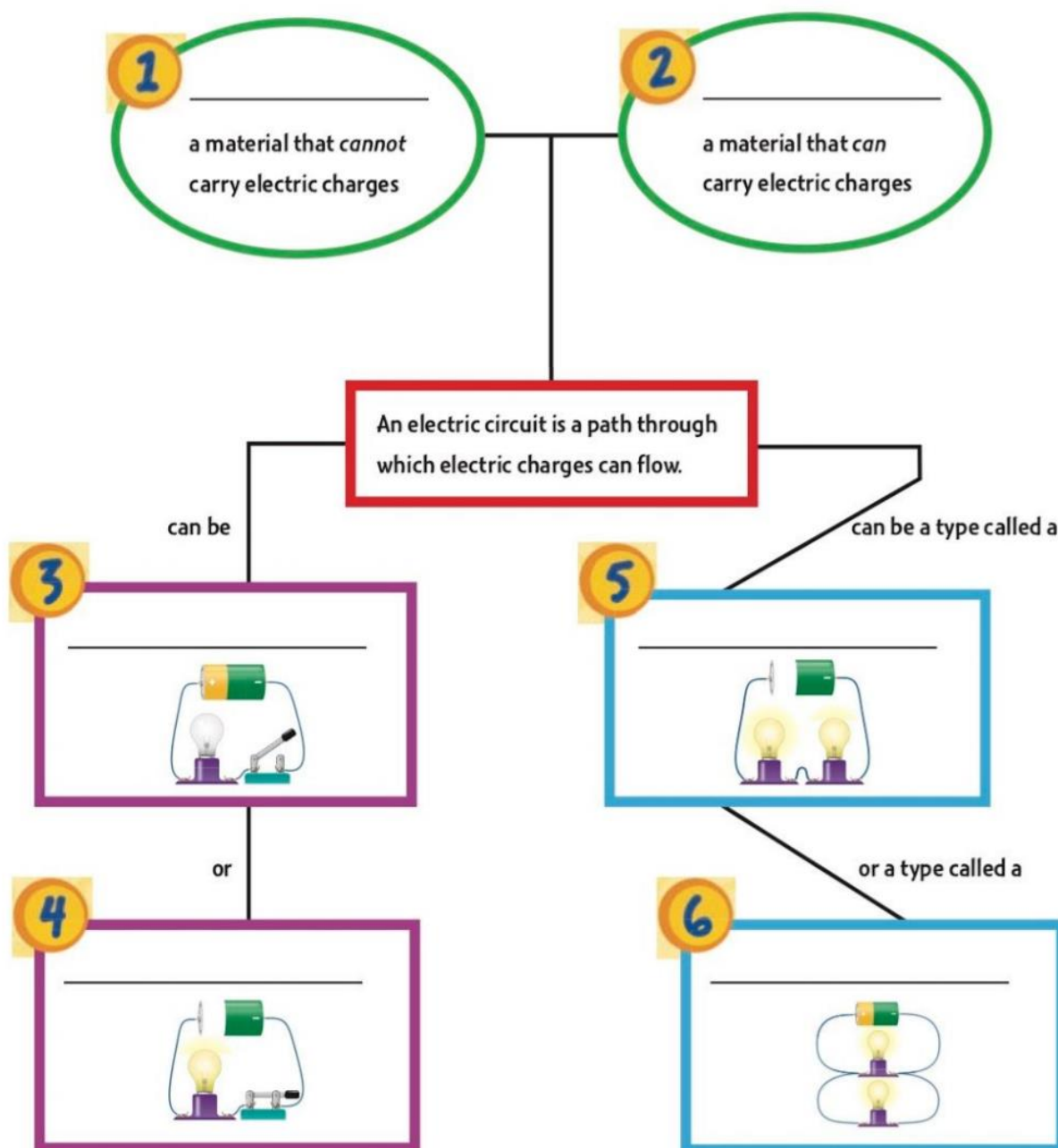
This is your graded Science assignment for this week! You are to answer questions 1-6 below by writing the correct answer on each line.

**Use the pictures and vocabulary on the back of this page to help you answer the questions about the different types of circuits.

__Accommodations:__ Have your parent read the questions to you as well as the vocabulary definitions!

On each numbered line, fill in the vocabulary term that matches the description.

1
_____
a material that *cannot* carry electric charges

2
_____
a material that *can* carry electric charges

An electric circuit is a path through which electric charges can flow.

can be

3
_____

or

4
_____

can be a type called a

5
_____

or a type called a

6
_____
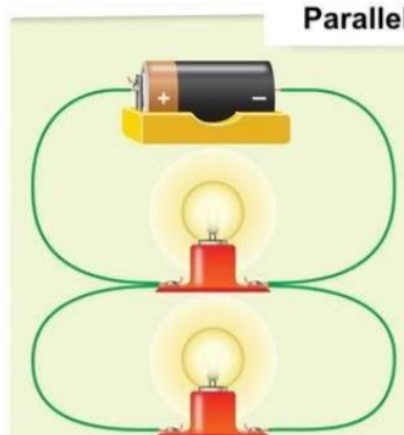
- The rubber and plastic used in the protective clothing do not allow electric charges to flow through them. _A material that resists the flow of electric charges_ is called an **insulator**.

- Electric charges flow easily through metals and some liquids. _A material that readily allows electric charges to pass through it_ is called a **conductor**.
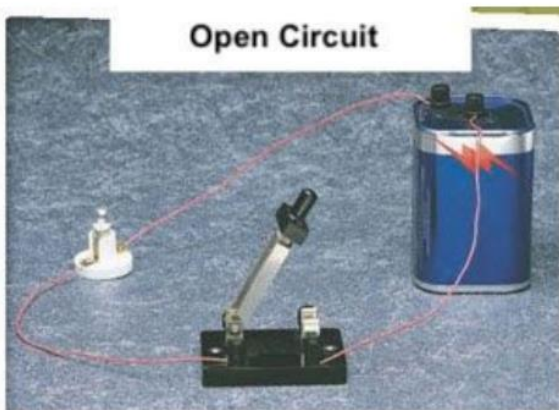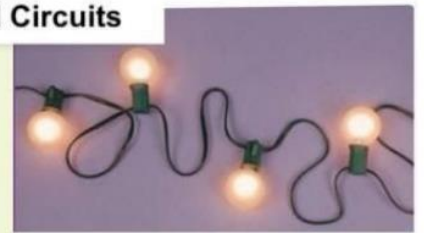
Open Circuit

When the switch in a circuit is open, the circuit is not complete. Electric charges cannot flow, so the light stays off.
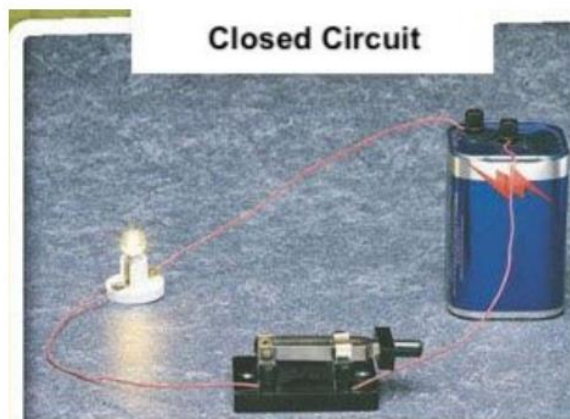
Parallel Circuits

If one part of a parallel circuit breaks, only that part of the circuit stops working.

In this parallel circuit, electric charges can flow through both the top loop and the bottom loop.
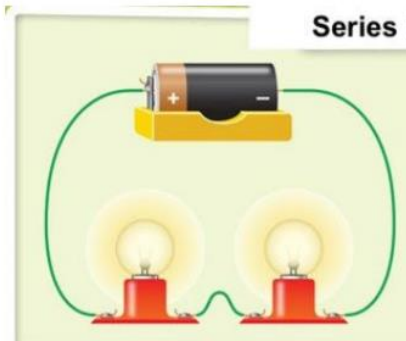
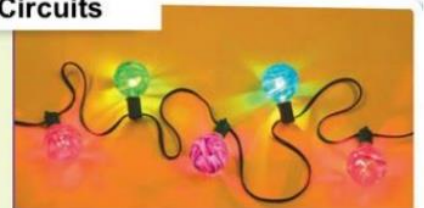**Closed Circuit**

When the switch is closed, the circuit is complete. Electric charges can flow through it to light up the bulb.

Series Circuits

If one light bulb in a series circuit burns out, all of the lights go out, because the circuit is broken.

In a series circuit, electric charges must follow a single path. The charged particles move from the battery's positive terminal to its negative terminal.