4th Grade
April 27 - May 1

Wayne-Westland
COMMUNITY SCHOOLS

Name _____

As you read the passage, notice how the author uses the features of realistic fiction.

The Stray Dog

Joon was in his neighborhood, walking home from the bus stop, when a medium-sized dog came running up to him. Joon bent down for a closer look. He could see that the dog was a big fluffy ball of dirt and had no tags. Joon's neighborhood was small, and he knew no one had a dog like this. There was no doubt the dog was a stray.

The dog followed Joon all the way home, so when he got to his front door, Joon picked up the dog and walked inside. The dog felt like a huge sack of marbles in Joon's arms as Joon walked into the kitchen. His father was there pouring orange juice into a glass. He took one look at Joon and the dog and nearly dropped the glass.

"You can't keep it, Joon," his father said.

"I know, Dad," said Joon, putting the dog down on the floor. "But he's definitely a stray, and I really want to help him." The dog immediately ran over to the kitchen door where Joon's dad kept a pair of running shoes. The dog took both shoes in his mouth and ran back over to Joon and plopped the shoes down in front of him. Just then, Joon's mom walked in.

"I guess he likes shoes," she said. "Why don't you take him to Uncle Bae's and see if he wants the dog?" She looked at Joon pointedly and said, "He gets so few visitors." Joon took the hint.

Name _____

"Okay, okay. I'll go see Uncle Bae," said Joon. He grabbed an old belt from the closet to use as a leash and walked out the door.

Uncle Bae was Joon's least favorite relative. He was about as warm as a block of ice. He was never happy and would sometimes yell at Joon for no good reason. When he was a young man, Uncle Bae's vision had been severely damaged so that now he could barely see.

When Joon reached his uncle's house, he rang the bell and said, "Hi, Uncle Bae. It's me, Joon."

"Come in!" his uncle called from inside the house. Joon walked into the living room with the dog. His uncle was sitting in an easy chair, frowning.

"This stray dog followed me home this afternoon, and we thought you might like to keep him." The dog walked right up to Uncle Bae and wagged his tail, as if he understood Joon perfectly.

"What am I going to do with a dog?" said Uncle Bae angrily. "Get him out of here. But first, get me my shoes from my bedroom."

Joon looked at the dog knowingly and smiled. He walked the dog back into Uncle Bae's bedroom and brought him to the pair of shoes. When Joon took the leash off, the dog grabbed the shoes in his mouth and ran back to Uncle Bae. He plopped the shoes right in Uncle Bae's lap. Uncle Bae's face lit up like the Sun. It was the first time in a while that Joon had seen his uncle smile. He looked over at Joon and said, "So? What should I name him?"

Name _____

A. Use text evidence to answer the questions.

1. Why did Joon think the dog was a stray?

Joon thought the dog was a stray because _____

_____

_____.

2. Reread the fourth paragraph on page A1. How does the author foreshadow how the problem of finding the dog a home will be solved?

In paragraph 4, the author writes about how the dog _____

_____.

Later at Uncle Bae's house the dog _____

_____.

3. Reread the second paragraph on page A2. How does the author tell the reader how Uncle Bae will probably feel about the dog?

The author describes Uncle Bae as _____

_____

_____.

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Recycling & Conservation: Why Recycle?

by ReadWorks

Recycling is a process where something is reused rather than thrown away. Common items that are recycled include aluminum and steel cans, glass, and newspapers. Recycling can be time-consuming and dirty work. For example, recyclable objects have to be sorted from trash. Then the objects have to be cleaned. Afterwards, the objects are turned into materials that can be used by people and companies. Why should people bother to recycle even though it takes a lot of work?

Recycling helps protect the earth. Recycling means less garbage in landfills. These are places where garbage is taken and buried. Recycling also helps conserve the earth's resources. For example, factories use less energy by recycling steel cans than by making new ones. Recycling paper saves trees from being cut down. Trees are used to make paper.

Every time you are about to drop a plastic bottle in the garbage, stop and think. Is it worth harming the earth? Your actions now can help preserve the environment for generations to come. All you have to do is throw that bottle into a recycling bin.

Get in the habit. Be proud of recycling. Encourage others to recycle. You can make a difference!

Name: _____ **Date:** _____

1. What is recycling?

A. a process where something is reused

B. a process where something is thrown away

C. a process where something is taken and buried

D. a process where something harms the earth

2. How does the author organize the information in this passage?

A. The author explains the problems with recycling and suggests different solutions.

B. The author describes similarities and differences between recycling and throwing things away.

C. The author lists information about recycling in order of importance, from most to least important.

D. The author describes recycling and shares an argument about why it's important.

3. Read these sentences.

". . . recyclable objects have to be sorted from trash. Then the objects have to be cleaned."

These sentences can be used to support which conclusion below?

A. ". . . the objects are turned into materials that can be used by people and companies."

B. "Recycling can be time-consuming and dirty work."

C. "Recycling helps protect the earth."

D. "Be proud of recycling."

4. What can be concluded from this passage?

A. The author works for a recycling plant.

B. The author does not believe in recycling.

C. The author believes that all you have to do to save the environment is throw a bottle in a bin.

D. The author believes that everyday people can help the earth.

5. What is the main idea of this passage?

A. Recycling helps protect the earth and conserve its resources.

B. Many people avoid recycling because it is too difficult.

C. People must make decisions what to recycle.

D. Only certain things can be recycled.

6. At the end of paragraph one, the author asks, "Why should people bother to recycle even though it takes a lot of work?" Why does the author include this question?

A. to transition the reader to the next paragraph, which answers the question

B. to question the reader's knowledge about recycling

C. to summarize the major points in paragraph one

D. to allow the reader to demonstrate understanding

7. Choose the answer that best completes the sentence below.

Recycling takes work, _____ it is good for the environment.

A. instead

B. before

C. so

D. but

8. What does the author suggest you do when you are about to throw a plastic bottle in the garbage?

9. What examples does the author provide to show that recycling helps conserve the earth's resources?

10. Read these sentences from the text.

"Get in the habit. Be proud of recycling. Encourage others to recycle."

How can these actions make a difference? Use evidence from the text to support your answer.

Fourth Grade Writing Prompts

Opinion Essay Writing Prompts

In an opinion essay, students must state their opinion and back it up with facts and reasons. Ideas should be organized logically and supported by details.

1. **Best Friends Forever.** Write an essay explaining what makes *your* best friend the *best* best friend.
2. **Awesomeness.** Describe the most awesome thing about being in fourth grade.
3. **New Worlds.** Would you rather help start a colony on a new planet or a city under the ocean? Why?
4. **School Food.** Name one thing you would like to change about your school's menu and explain why.
5. **Someday.** If you could be a race car driver, an astronaut, or president of a country, which would you choose and why?
6. **Cityscapes**. If you had a friend visit from another state, what is the one place in your city you would insist he or she had to see? What makes this place so special?
7. **Shipwrecked.** You find yourself stranded on a deserted island with only three items in your backpack. What would you want those items to be and why?
8. **Flat Earth.** Some people still believe that the Earth is flat. Do you agree or disagree? Include supporting facts.
9. **Extra! Extra!** Name one class, sport, or club you wish your school offered and explain why it should be available.
10. **Seasons.** Which season is your favorite and why?
11. **One-star**. What is the worst book you have ever read and what made it so terrible?
12. **Fandom.** Who is your favorite TV, movie, or music star? What makes him or her the best?
13. **Progress.** Identify a way in which you would like to improve as a student this school year. Explain why you would like to get better and list some steps you can take to make it happen.

Informative Essay Writing Prompts

When writing an informative or explanatory essay, students should introduce the topic clearly, then develop the topic with facts and details. When explaining a process, students should outline the steps in a logical order.

1. **Bullied.** Explain how you would handle being bullied and the steps you would take to stop a bully.
2. **Mad Skills.** Describe an unusual talent, hobby, or skill that you possess.
3. **Cuisine.** Describe a food that is unique to your family or area of the world to someone who has never tasted it.
4. **Role Model.** Think of a person who has made an impact on your life and describe the role they've played.
5. **Pay It Forward.** What is one thing you would like to do—either now or in the future—to make the world a better place?
6. **Packing.** Explain the most effective way to pack for a trip to ensure that you have everything you need.
7. **Wild Kingdom.** Of all the animals wild or domesticated, write about your favorite. Include interesting facts about this animal in your essay.
8. **Gaming.** Explain how to play your favorite video or board game to someone who has never played it before.
9. **Problematic.** Describe a problem you're facing and three ways you could possibly solve it.
10. **Extreme Weather.** Choose an extreme weather condition or a natural disaster such as a tornado or a volcanic eruption. Explain its causes and effects.
11. **Sweet Treats.** Explain the process of making your favorite dessert.
12. **Learning Styles.** Think of the way you prefer to learn, such as by reading, listening, or doing. Explain why you think you learn best that way.
13. **Edison.** Thomas Edison said that he didn't make mistakes, he just learned 10,000 ways not to make a light bulb. Describe a mistake you made and the lesson you learned from it.

Name _____

- **Comparative adjectives** compare two things. They usually end in *-er* or include the word *more* or *less*: *smarter, more famous.*
- **Superlative adjectives** compare more than two things. They usually end in *-est* or include the word *most* or *least*: *tallest, most wonderful.*

Complete each sentence by circling the correct comparative or superlative adjective in parentheses.

1. My hair is (longer, longest) than yours.
2. This flower is the (prettier, prettiest) of all of them.
3. The turtle in the back is the (slower, slowest) in the group.
4. My father is (stronger, strongest) than I am.
5. This lake is the (more, most) peaceful place I have ever been.
6. I am (happier, happiest) to go here than my brother is.
7. It is (less, least) sunny today than yesterday.
8. The summer is (warmer, warmest) than the winter.
9. This is the (heavier, heaviest) piece of furniture in the house.
10. She is the (smarter, smartest) girl in our school.

Reading/Writing Connection

Read this excerpt from "Sadie's Game." Then rewrite the sentence so that it contains a superlative adjective.

She had never seen a crowd express such disappointment before.

_____

_____

Name _____

- **Comparative** and **superlative adjectives** compare things. They usually end in *-er* or *-est,* or they include the words *more/most* or *less/least*.
- The comparative form of *good* is *better*: *a better job*. The superlative form of *good* is *best*: *the best restaurant.*
- The comparative form of *bad* is *worse*: *a worse headache than yesterday.* The superlative form of *bad* is *worst*: *the worst day.*

A. Complete each sentence with *better* or *best,* based on whether a comparative or superlative form is needed.

1. This meal was _____ than the last one we ate.

2. You are the _____ friend I could ever have.

3. He had the _____ score in the entire class.

4. Tomorrow's weather will be _____ than today's.

B. Complete each sentence with *worse* or *worst,* based on whether a comparative or superlative form is needed.

5. That is the _____ smell in the world!

6. I did _____ on the test than I thought.

7. Khalil is _____ at English than math.

8. This photo is the _____ of the three.

In your writer's notebook, write about a genre of books that you enjoy reading. Include at least five comparative or superlative adjectives. Then review your work to make sure that you used the correct forms of the adjectives.

Name _____

- A **greeting** is a polite way to start a letter. Greetings are capitalized and followed by a comma or a colon. Titles such as *Mr.* and *Mrs.* are abbreviated: *Dear Mr. Edwards.*
- A **closing** is a word or phrase that ends a letter. It is usually followed by a comma and the letter writer's signature: *Sincerely, Elsie.*

Rewrite each letter greeting and closing using correct capitalization and punctuation.

1. To Whom It May concern: _____
2. sincerely, _____
3. Dear Mister Edwards _____
4. to the Store Manager; _____
5. Love always _____

Writing Connection

Write a letter to your best friend about any topic you choose. Edit your work to make sure that your greeting is capitalized and followed by a comma or a colon. Check to see that you have included a closing phrase followed by a comma and your signature.

Name _____

- **Comparative** and **superlative adjectives** compare things. They usually end in *-er* or *-est,* or they include the words *more/most* or *less/least*.
- The comparative and superlative forms of *good* are *better* and *best*. The comparative and superlative forms of *bad* are *worse* and *worst*.
- A **greeting** is a polite way to start a letter. It is capitalized and followed by a comma or a colon. A **closing** is a word or phrase that ends a letter. It is usually followed by a comma and the letter writer's signature.

Rewrite the letter below, correcting mistakes in comparative and superlative adjectives as well as in the letter's greeting and closing.

HANDWRITING CONNECTION

Be sure to write your answer legibly in cursive. Remember to leave appropriate spaces between words.

Dear Mister woodhouse

I am writing to say that I love your garden. My garden is much worst. Your tomatoes are redder and your cucumbers are biggest. How do you do it? I'm sure you know the goodest gardening secrets in the world! You are the nicer person I know. Could you help me with my garden?

Your neighbor,

Jeremy

Name _____

Read the student draft and look for any corrections that need to be made. Then choose the best answer to each question.

(1) These are the worse pancakes I have ever eaten. (2) They are flat than my mother's pancakes. (3) My mom's pancakes are the fluffiest I have ever seen!

(4) I think that breakfast time is the better time of all three meals. (5) But with these terrible pancakes, it's looking like the worst! (6) Maybe tomorrow I will make more betterer pancakes.

1. What change, if any, needs to be made in sentence 1?

A Change ***worse*** to **badder**

B Change ***worse*** to **worst**

C Change ***worse*** to **worser**

D Make no change.

2. What is the correct way to write sentence 2?

F They are flatter than my mother's pancakes.

G They are flattest than my mother's pancakes.

H They are flatterest than my mother's pancakes.

J Make no change.

3. What change, if any, should be made in sentence 3?

A Change ***fluffiest*** to **fluffier**

B Change ***fluffiest*** to **fluffy**

C Change ***fluffiest*** to **best fluffy**

D Make no change.

4. What is the correct way to write sentence 4?

F I think that breakfast time is the bestest time of all three meals.

G I think that breakfast time is the better time of all three meals.

H I think that breakfast time is the goodest time of all three meals.

J I think that breakfast time is the best time of all three meals.

5. What change, if any, needs to be made to sentence 5?

A Change ***worst*** to **worse**

B Change ***worst*** to **baddest**

C Change ***worst*** to **worser**

D Make no change.

6. What change, if any, should be made in sentence 6?

F Change ***more betterer*** to **best**

G Change ***more betterer*** to **better**

H Change ***more betterer*** to **more good**

J Make no change.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. brain
	2. _____	2. staircase
	3. _____	3. domain
	4. _____	4. praise
	5. _____	5. trainer
	6. _____	6. oatmeal
	7. _____	7. beneath
	8. _____	8. repeat
	9. _____	9. reveal
	10. _____	10. increase
	11. _____	11. sneak
	12. _____	12. boast
	13. _____	13. afloat
	14. _____	14. croak
	15. _____	15. compound
	16. _____	16. discount
	17. _____	17. speed
	18. _____	18. sleeve
	19. _____	19. sheep
	20. _____	20. baboon
Review Words	21. _____	21. secret
	22. _____	22. diver
	23. _____	23. spoken
Challenge Words	24. _____	24. employee
	25. _____	25. reindeer

Name _____

When two vowels appear together in a word such as *lean,* they often form one vowel sound. In the word *lean,* the vowels *e* and *a* make a team to form the long *e* sound. These are called **vowel teams**. A syllable that includes a vowel team is a **vowel-team syllable**.

DECODING WORDS

Eighteen has two vowel team spellings--*eigh* and *ee*. Vowel team spellings, like the digraph *ee,* must stay in the same syllable. Blend the syllables together: *eigh-teen,* /ā/ /tēn/.

Read aloud and write the spelling words that contain the matching vowel team.

croak	oatmeal	beneath	domain	repeat
brain	speed	praise	reveal	sneak
baboon	staircase	sheep	compound	afloat
sleeve	discount	boast	increase	trainer

ea

1. _____
2. _____
3. _____
4. _____
5. _____

oo

6. _____

ai

7. _____
8. _____
9. _____
10. _____
11. _____

oa

12. _____
13. _____
14. _____

ee

15. _____
16. _____
17. _____

ou

18. _____
19. _____

oa* and *ea

20. _____

Work with a partner to find multisyllabic words that contain vowel teams. Record the words you find in your writer's notebook. Separate vowel-team syllable words from multisyllabic VV syllables.

Name _____

When two vowels appear together in a word such as *lean*, they often form one vowel sound. In the word *lean*, the vowels *e* and *a* make a team to form the long *e* sound. These are called **vowel teams**. A syllable that includes a vowel team is a **vowel-team syllable**.

DECODING WORDS

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Read aloud and write the spelling words that contain the matching vowel team.

discount	balloon	repeat	oatmeal	remain
tree	bait	speed	between	sneak
beneath	compound	trainer	reveal	brain
domain	staircase	boat	steam	defeat

ea

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

ai

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

ee

15. _____
16. _____
17. _____

ou

18. _____
19. _____

oo

7. _____

oa

14. _____

oa* and *ea

20. _____

Work with a partner to find multisyllabic words that contain vowel teams. Record the words you find in your writer's notebook. Separate vowel-team syllable words from multisyllabic VV syllables.

Name _____

Read aloud and write the spelling words that contain the matching vowel team.

afraid	trainer	revealing	afloat	speeding
maintain	oatmeal	defeat	croaking	accountable
quail	beneath	sneaker	woeful	sheepish
sprain	repeated	boast	discounted	baboon

ea

1. _____
2. _____
3. _____
4. _____
5. _____

oo

6. _____

ai

7. _____
8. _____
9. _____
10. _____
11. _____

oa

12. _____
13. _____
14. _____

ee

15. _____
16. _____

oe

17. _____

ou

18. _____
19. _____

oa* and *ea

20. _____

Work with a partner to find multisyllabic words that contain vowel teams. Record the words you find in your writer's notebook. Separate vowel-team syllable words from multisyllabic VV syllables.

Name _____

brain	trainer	reveal	afloat	speed
staircase	oatmeal	increase	croak	sleeve
domain	beneath	sneak	compound	sheep
praise	repeat	boast	discount	baboon

A. Write the spelling word that best completes each sentence.

1. What is the _____ limit on this highway?
2. My parents' _____ made me feel good about myself.
3. This _____ includes some strange chemicals.
4. He did not _____ when he won the game.
5. Would you please _____ the question?
6. Use your _____ to think and solve problems.
7. My shirt _____ was torn in the clothes dryer.
8. The raft stayed _____ because it was filled with air.
9. Please _____ the oven temperature.
10. The wool in those pants came from _____.

B. Write the spelling word that belongs with each group below.

11. steps, handrail, _____
12. under, below, _____
13. coach, teacher, _____
14. monkey, ape, _____
15. cry, utter, _____
16. show, uncover, _____
17. yogurt, cereal _____
18. land, area, _____
19. crawl, creep, _____
20. coupon, sale, _____

Name _____

Underline the six misspelled words in the text below. Write the words correctly on the lines.

Nature clubs often have camping weekends that they repeet every year. Some even have a discownt that they offer to their members. You can increise your chances of enjoying yourself if you follow these tips:

- Take plenty of food and water.
- Remember that you are in the animals' domane. Leave it just like you found it.
- Stay with the group leader. Do not try to sneek away from the group.
- Wear warm clothes and dress in layers.

If you follow these rules, you will be able to bowst about a wonderful camping experience!

1. _____ **4.** _____

2. _____ **5.** _____

3. _____ **6.** _____

Writing Connection

Write about a trip that you have taken to a park or other natural area. Use at least four words from the spelling list.

Name _____

Remember

When two vowels appear together in a word, they often work as a team to form one vowel sound. In the word *lean*, the vowels *e* and *a* make a team to form the long *e* sound. These are called **vowel teams**. A syllable that includes a vowel team is a **vowel-team syllable**.

brain	trainer	reveal	afloat	speed
staircase	oatmeal	increase	croak	sleeve
domain	beneath	sneak	compound	sheep
praise	repeat	boast	discount	baboon

Fill in the missing letters to form a spelling word. Write the word on the line.

1. br __ __ n _____

2. cr __ __ k _____

3. ben __ __ th _____

4. sp __ __ d _____

5. tr __ __ ner _____

6. sn __ __ k _____

7. bab __ __ n _____

8. pr __ __ se _____

9. disc __ __ nt _____

10. rev __ __ l _____

11. sl __ __ ve _____

12. st __ __ rcase _____

13. comp __ __ nd _____

14. b __ __ st _____

15. rep __ __ t _____

16. sh __ __ p _____

17. oatm __ __ l _____

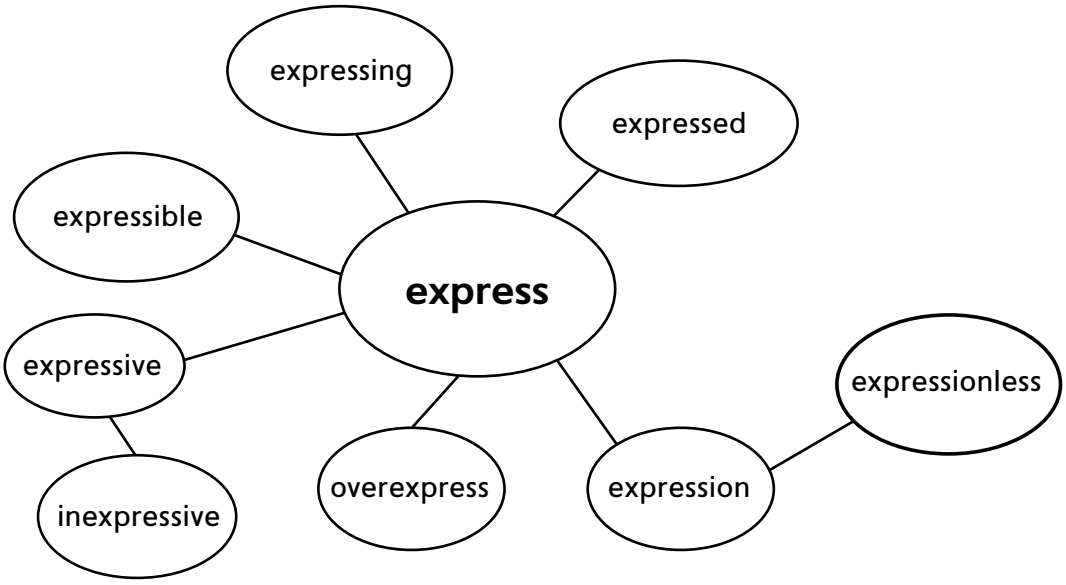
18. afl __ __ t _____

19. dom __ __ n _____

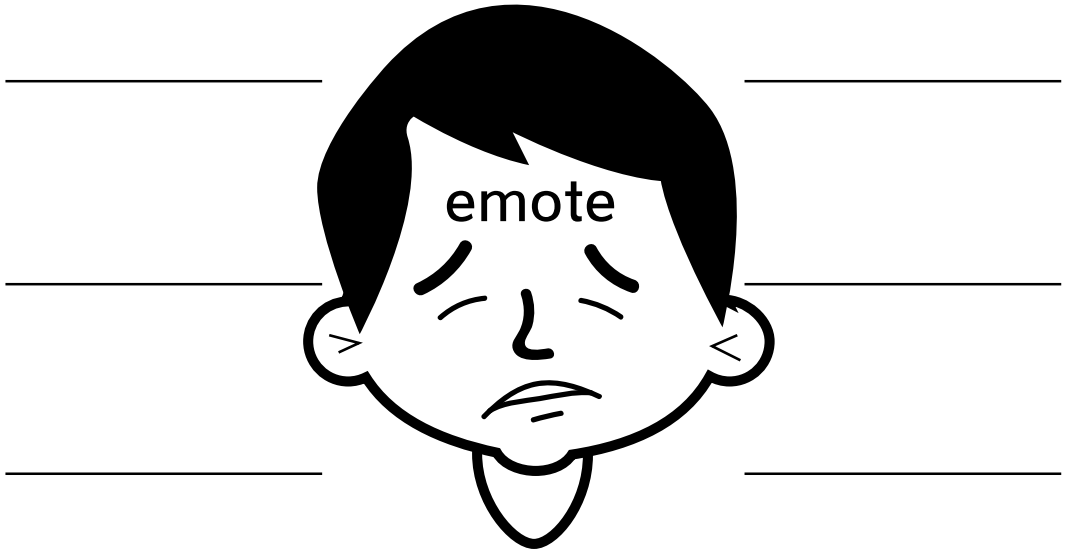
20. incr __ __ se _____

Name _____

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



The base word *emote* can be found in "Sadie's Game." Add prefixes, suffixes, and inflectional endings to write as many related words for *emote* as you can. Use a dictionary to help you.



Name _____

Write each vocabulary word next to its meaning. Then write the letters from the boxes to answer the trivia question.

humid	squirmed	microscope	dissolves	typical	tinkering
cling	gritty	decade	boycott	mingle	magnify

1. having usual qualities __ __ ☐ __ __ __ __

2. mix together __ __ __ __ __ ☐

3. a period of ten years __ __ __ ☐ __ __

4. stick closely ☐ __ __ __ __

5. full of water vapor ☐ __ __ __ __

6. planned refusal to buy something ☐ __ __ __ __ __ __

7. make something look bigger __ ☐ __ __ __ __ __

8. disappears in liquid __ __ ☐ __ __ __ __ __ __

9. working on aimlessly __ __ __ ☐ __ __ __ __ __

10. twisted the body __ __ __ __ __ __ ☐ __

11. containing small bits of sand __ __ __ ☐ __ __

12. device for looking at tiny things __ __ __ __ __ ☐ __ __ __ __

James Naismith invented the game of basketball in 1891. What did he use to make the hoops?

__ __ __ __ __ __ __ __ __ __ __ __

Number Correct: _____

A

Mental Division

1.	20 ÷ 2 =	
2.	4 ÷ 2 =	
3.	24 ÷ 2 =	
4.	30 ÷ 3 =	
5.	6 ÷ 3 =	
6.	36 ÷ 3 =	
7.	40 ÷ 4 =	
8.	8 ÷ 4 =	
9.	48 ÷ 4 =	
10.	2 ÷ 2 =	
11.	40 ÷ 2 =	
12.	42 ÷ 2 =	
13.	3 ÷ 3 =	
14.	60 ÷ 3 =	
15.	63 ÷ 3 =	
16.	4 ÷ 4 =	
17.	80 ÷ 4 =	
18.	84 ÷ 4 =	
19.	40 ÷ 5 =	
20.	50 ÷ 5 =	
21.	60 ÷ 5 =	
22.	70 ÷ 5 =	

23.	68 ÷ 2 =	
24.	96 ÷ 3 =	
25.	86 ÷ 2 =	
26.	93 ÷ 3 =	
27.	88 ÷ 4 =	
28.	99 ÷ 3 =	
29.	66 ÷ 3 =	
30.	66 ÷ 2 =	
31.	40 ÷ 4 =	
32.	80 ÷ 4 =	
33.	60 ÷ 4 =	
34.	68 ÷ 4 =	
35.	20 ÷ 2 =	
36.	40 ÷ 2 =	
37.	30 ÷ 2 =	
38.	36 ÷ 2 =	
39.	30 ÷ 3 =	
40.	39 ÷ 3 =	
41.	45 ÷ 3 =	
42.	60 ÷ 3 =	
43.	57 ÷ 3 =	
44.	51 ÷ 3 =	

Number Correct: _____

A

Division with Remainders

1.	8 ÷ 2	Q = _____ R = _____	23.	6 ÷ 2	Q = _____ R = _____
2.	9 ÷ 2	Q = _____ R = _____	24.	7 ÷ 2	Q = _____ R = _____
3.	4 ÷ 4	Q = _____ R = _____	25.	3 ÷ 3	Q = _____ R = _____
4.	5 ÷ 4	Q = _____ R = _____	26.	4 ÷ 3	Q = _____ R = _____
5.	7 ÷ 5	Q = _____ R = _____	27.	6 ÷ 4	Q = _____ R = _____
6.	8 ÷ 5	Q = _____ R = _____	28.	7 ÷ 4	Q = _____ R = _____
7.	5 ÷ 3	Q = _____ R = _____	29.	6 ÷ 6	Q = _____ R = _____
8.	6 ÷ 3	Q = _____ R = _____	30.	7 ÷ 6	Q = _____ R = _____
9.	8 ÷ 4	Q = _____ R = _____	31.	4 ÷ 2	Q = _____ R = _____
10.	9 ÷ 4	Q = _____ R = _____	32.	5 ÷ 2	Q = _____ R = _____
11.	2 ÷ 2	Q = _____ R = _____	33.	9 ÷ 3	Q = _____ R = _____
12.	3 ÷ 2	Q = _____ R = _____	34.	9 ÷ 5	Q = _____ R = _____
13.	7 ÷ 3	Q = _____ R = _____	35.	7 ÷ 7	Q = _____ R = _____
14.	8 ÷ 3	Q = _____ R = _____	36.	9 ÷ 9	Q = _____ R = _____
15.	9 ÷ 3	Q = _____ R = _____	37.	13 ÷ 4	Q = _____ R = _____
16.	8 ÷ 6	Q = _____ R = _____	38.	18 ÷ 5	Q = _____ R = _____
17.	9 ÷ 6	Q = _____ R = _____	39.	21 ÷ 6	Q = _____ R = _____
18.	5 ÷ 5	Q = _____ R = _____	40.	24 ÷ 7	Q = _____ R = _____
19.	6 ÷ 5	Q = _____ R = _____	41.	29 ÷ 8	Q = _____ R = _____
20.	8 ÷ 8	Q = _____ R = _____	42.	43 ÷ 6	Q = _____ R = _____
21.	9 ÷ 8	Q = _____ R = _____	43.	53 ÷ 6	Q = _____ R = _____
22.	9 ÷ 9	Q = _____ R = _____	44.	82 ÷ 9	Q = _____ R = _____

A

Number Correct: _____

Circle the Prime Number

1.	4	3
2.	6	3
3.	8	3
4.	5	10
5.	5	12
6.	5	14
7.	8	7
8.	9	11
9.	11	15
10.	15	17
11.	19	16
12.	14	11
13.	13	12
14.	18	17
15.	19	20
16.	21	23
17.	25	19
18.	29	27
19.	31	30
20.	33	37
21.	9	2
22.	51	2

23.	40	41	42
24.	42	43	44
25.	49	47	45
26.	53	50	55
27.	54	56	59
28.	99	97	95
29.	90	92	91
30.	95	96	97
31.	88	89	90
32.	60	61	62
33.	63	65	67
34.	71	70	69
35.	73	75	77
36.	49	79	99
37.	63	93	83
38.	22	2	12
39.	17	27	57
40.	5	15	25
41.	39	49	59
42.	1	21	31
43.	51	57	2
44.	84	95	43

4th Grade Day 1

Math.Content.4.OA.A.3 Solve multistep word problems

Problem: There are 400 children at Park Elementary School.
Park High School has 4 times as many students.
*(Hint: When you see the word **times**, it is often telling you it is a multiplication problem.)*

---

a. How many students attend Park High School?

Park Elementary
400 Kids

Park High School
4 times bigger

Equation: Your math equation to solve this would be: _____

Answer: There are _____ students at Park High School.

---

b. How many students in all attend both schools?
*(Hint: When you see the word i**n all**, it is often telling you it is an adding problem.)*

Answer: The two schools combined have a

total of _____ students.

We call this a multi step story problem because you had to do two steps. First, you had to figure out how many students were in the high school. Next, you added the schools together to get your answer.

4th Grade Day 2

4.NBT.B.5 Multiply a whole number of up to four digits

Question: The principal wants to buy 8 pencils for every student at her school. If there are 5 students,

a. How many pencils does the principal need to buy?

Students	Pencils	Total Pencils	Math Problem
1	8	8	8 x 1 = 8
2	8 + 8	16	8 x 2 = 16
3	8 + 8 + 8	24	8 x 3 = 24
4			8 x ___ =
5			8 x ___ =

Answer: The principal would need to buy _____ pencils.

Question: The principal wants to buy 8 pencils for every student at her school. If there are 859 students,

b. How many pencils does the principal need to buy?

Answer: The principal would need to buy _____ pencils.

Multiplication is a skill used to add the same number quickly. To solve this, you would not be able do a table like the one we did above. You can use your math skills to multiply the three digits by a single digit. If you are stuck, use a calculator if it will help.

4th Grade Day 3

Math.Content.4.OA.A.3 Solve multistep word problems

Question: Tyler planted potatoes, oats, and corn. He planted 23 acres of potatoes. He planted **3 times** as many acres of oats as potatoes, and he planted **4 times** as many acres of corn as oats.

a. How many acres did Tyler plant with potatoes, oats, and corn in all?

Crop	Math Problem	Total Acres
Potatoes	Told in problem	23 acres
Oats	23 x 3	_____ acres
Corn	(oats answer) x 4	_____ acres
	Total	_____ acres

Answer: Tyler planted _____ acres of potatoes, oats, and corn in all.

To solve this problem, you have to go one step at a time. First, solve the answer for the number of acres of oats. Use that answer to help solve how many acres of corn there is. Once you have all three crops solved, answer the question.

Life Science
WEEK 1

Cells and Organisms

Science Studies Weekly
Exploration
GRADE 4

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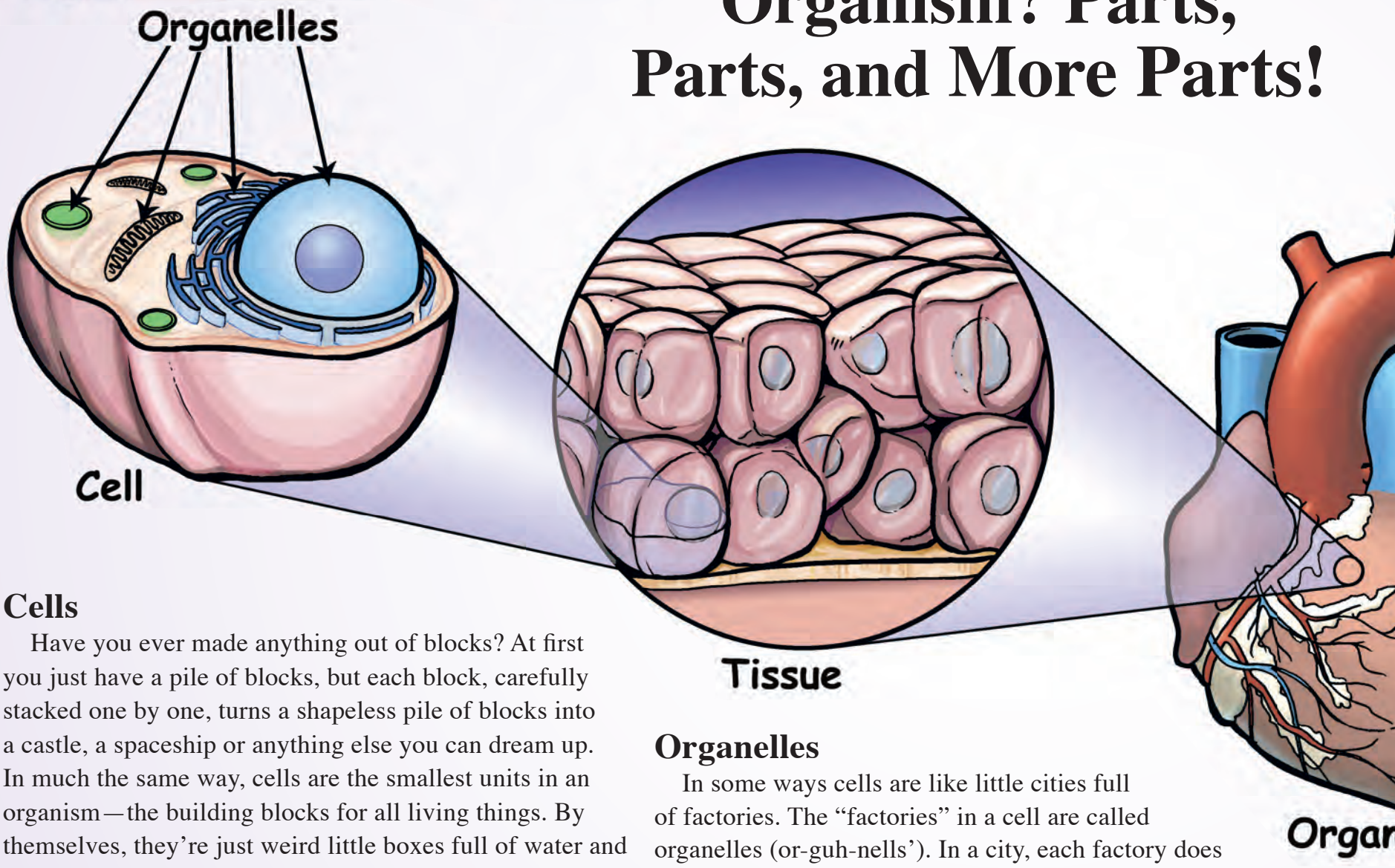
Attack of the Organisms

When it comes right down to it, Earth is a pretty special place. Other planets are round like Earth, and covered with rocks and hills and valleys like Earth. But our planet is also covered with something that scientists haven't been able to find anywhere else in the whole universe—organisms. Organisms may sound like the name of an outer space alien invader fleet. ("Captain, I've got the admiral of the Organism Destruct-o Fleet on scanner! They're powering up their photon mongo-blast cannons!") But organism is really just a word that describes any living thing, whether it's a giant animal, a leafy plant, or some tiny bacteria.

To qualify as an organism, there are some rules. First, organisms must be able to change and develop over time. Second, organisms must be able to turn food or sunlight into energy. Third, organisms must be able to get rid of wastes left over after food or sunlight is turned into energy. Fourth, organisms must be able to reproduce themselves to create more of the same kind of organism. And last, organisms must be able to respond in some way to the things going on around them. Take a good look at yourself in the mirror—it looks as if you qualify. And now that you've figured out that you are an organism (and quite an organism, at that!), let's get a move on and take a look at what makes organisms tick.

What Does it Take to Make an Organism? Parts, Parts, and More Parts!



Cells

Have you ever made anything out of blocks? At first you just have a pile of blocks, but each block, carefully stacked one by one, turns a shapeless pile of blocks into a castle, a spaceship or anything else you can dream up. In much the same way, cells are the smallest units in an organism—the building blocks for all living things. By themselves, they're just weird little boxes full of water and mineral jelly. They're usually much too small to see with just your eyes. But stack a bunch of them together, and things start to take shape.

Some very small organisms have only one cell, but most are made up of hundreds, thousands or even millions of cells! Cells were first described as "cells" by Robert Hooke in the 1600s, who thought they looked like the small spaces (called cells) where monks lived and worked.

Organelles

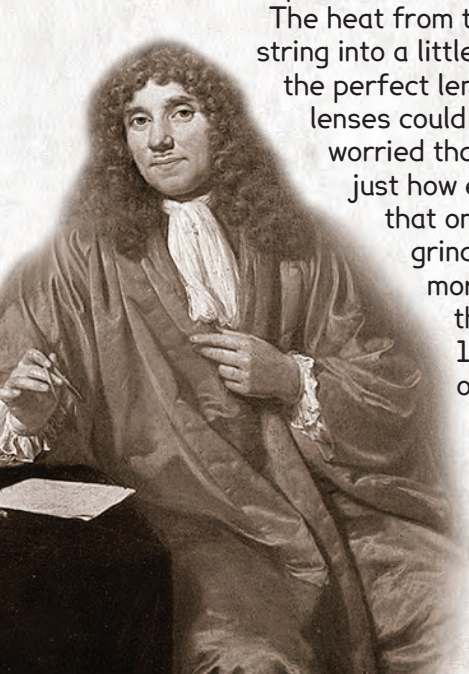
In some ways cells are like little cities full of factories. The "factories" in a cell are called organelles (or-guh-nells'). In a city, each factory does a different job. In a cell, each organelle does a different job. Some organelles make food for the cell. Others get rid of waste. Some organelles make building materials—materials that are used to help the cell grow, change, and repair itself.

One important organelle called the nucleus (new'-clee-us) stores the information for running everything else. The nucleus also contains the plans for making more cells. All

Anton van Leeuwenhoek (1632-1723)

Spotlight

Do you remember Anton van Leeuwenhoek? We read about him earlier in the year and learned that he was a famous microbiologist. But van Leeuwenhoek wasn't always peering into microscopes. He grew up buying and selling cloth. Cloth merchants used magnifying glasses to inspect the quality of the cloth they were trading, and van Leeuwenhoek used one for the first time when he was 16 years old. It wasn't long before he had one of his own. Cloth fibers did not satisfy his curiosity, though. He wanted to see things that were even smaller! Anton figured out a simple solution to his problem. He took a thin rod of glass and held it over a flame. Soon, he could pull the hot glass apart like a long string of hot pizza cheese. Then he put the string back into the flame. The heat from the flame blew up a tiny section of the string into a little round bubble, and when it cooled it was the perfect lens! Anton knew that his way of making lenses could be important to science, but he was worried that no one would be impressed if they knew just how easy it was to make them. So, he pretended that one lens took many days to measure, cut and grind. Over his lifetime, van Leeuwenhoek made more than 500 lenses. Through them, he saw things that had never been seen before. In 1676, he was able to identify a new group of organisms called bacteria!



What's the world's biggest single cell?

This Week's Question

We've talked a lot in this issue about cells as tiny things, visible only with a microscope. But not all cells are that small. In fact, you might be surprised to know that you see cells all the time. Many of your classmates have great big cells in their refrigerators right now. They take them out most mornings and eat them fried, boiled, or scrambled. That's right. Eggs are cells. They have a lot in common with smaller cells. If you cut an egg open, you'll see how the yolk is like the nucleus of a smaller cell, and how the shell is like the cell membrane. So what's the biggest cell? Think of the biggest bird. An ostrich egg can weigh up to 1.5 kilograms (3.3 pounds). That's one big cell!

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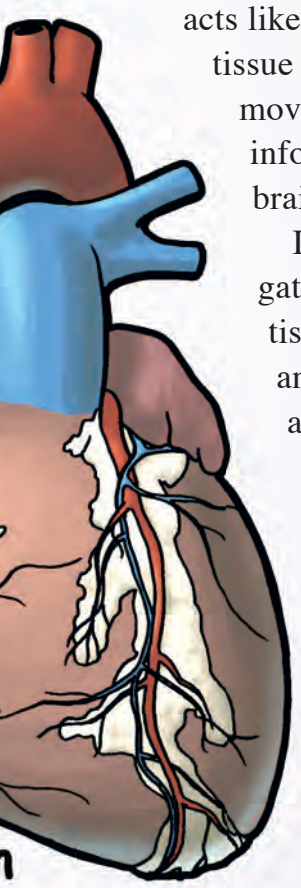
the organelles live happily together, safely inside the cell wall or cell membrane. Animal cells have cell membranes only, but plant cells keep their cell membranes behind sturdy cell walls. That's life in cell city!

Tissues

Put a bunch of the same sorts of cells together, and you've got something called tissue. Plants are made of tissue. So are animals. Tissue is made up of similar cells, all joined together to carry out an important job.

In animals, bones are tissues. So is muscle. So are nerves. Each of those kinds of tissue has a job. Bone tissue acts like a frame to keep your body upright. Bone tissue and muscle tissue work together to help you move. Nerve tissues act as messengers, getting information about the world around you to your brain.

In plants, some tissue forms leaves. The leaves gather and store energy from sunlight. Other tissues form roots, designed to absorb nutrients and water. Tissues made from many cells can do a lot more than one cell alone.



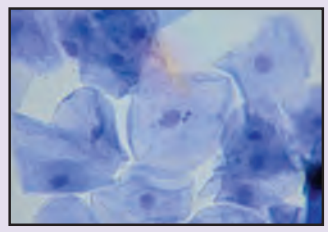
Organs

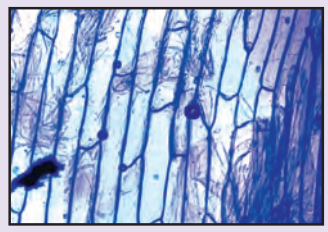
Different kinds of tissue in your body group together to form organs. Organs are like machine parts that do the work of running your body. In many ways, they're like organelles—the smaller cell parts that do the work of running the cell. In fact, the word organelle means little organ. Organelles run cells, organs run whole bodies. Got it? Here's an example of an organ. Tiny cells group together to form muscle tissue, and muscle tissues group together to form a machine that keeps the blood pumping through your body. What's this machine called? It's your heart! The brain, the heart, the liver and the stomach are all organs—groups of tissues that do the big work inside your body. Can you name more?

In the Lab

Under the Microscope

You can get an up-close look at cells with a microscope.





What You Need

- a microscope
- 2 slides
- an onion
- a flat toothpick
- two sheets of paper
- a pencil
- a cheek (Chances are, you've probably got one of these right on your face!)

Directions

Prepare the two slides as follows.

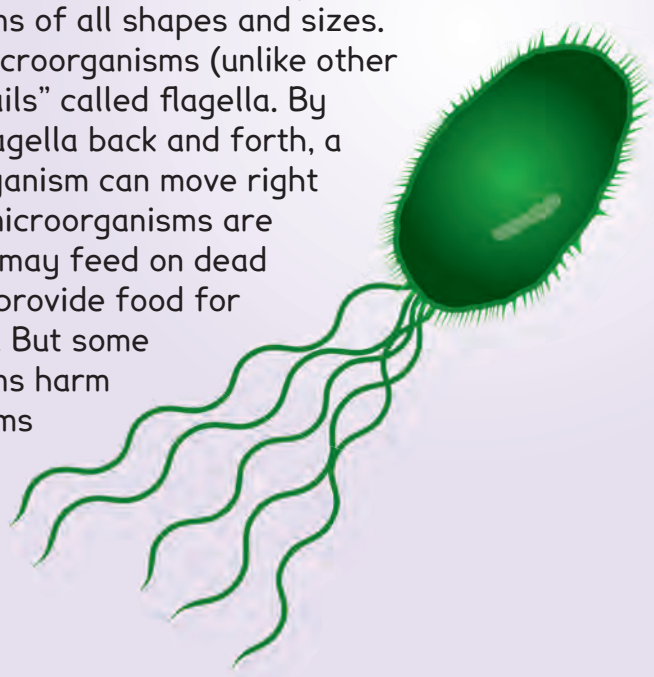
1st slide: With the toothpick, gently scrape the inside of your cheek. When you take the toothpick out of your mouth, the end of it will be wet with saliva. Wipe the saliva on the viewing surface of one of the slides. (The viewing surface is the clear part in the middle.) Some slides have covers to protect what's on the slide. If your slide has a cover, have your teacher show you how to put it on.

2nd slide: Gently peel off a small piece of one layer of the onion. Make sure the piece is small enough to fit on the viewing surface of the slide. Place the onion layer on the viewing surface of the other slide and put on the cover, if it has one.

Now you have two microscope slides—one containing animal cells (from your cheek) and one containing plant cells (from the onion). One by one, place the slides under the microscope. Start with the cheek cells. What do you see? With a pencil, draw what you can see in the microscope viewer on one sheet of paper. Do the same with the onion cells. Are there things about both kinds of cells that are the same? What are some differences between the cells? Can you see any organelles? Can you see the nucleus? If possible, make slides of other plant tissue (leaves work great) or the wing of a housefly. You'll be amazed at what you see!

Microorganisms

While many organisms are made up of hundreds, thousands or even millions of cells, many others have only one cell. Scientists call organisms with only one cell unicellular organisms. These are most often microorganisms—organisms that can only be seen with a microscope. If you looked at a few drops of pond water through a microscope, you'd see microorganisms of all shapes and sizes. Sometimes microorganisms (unlike other cells) have "tails" called flagella. By wagging its flagella back and forth, a unicellular organism can move right along. Many microorganisms are helpful. They may feed on dead organisms or provide food for other animals. But some microorganisms harm other organisms by causing disease and illness.



Science, Then & Now

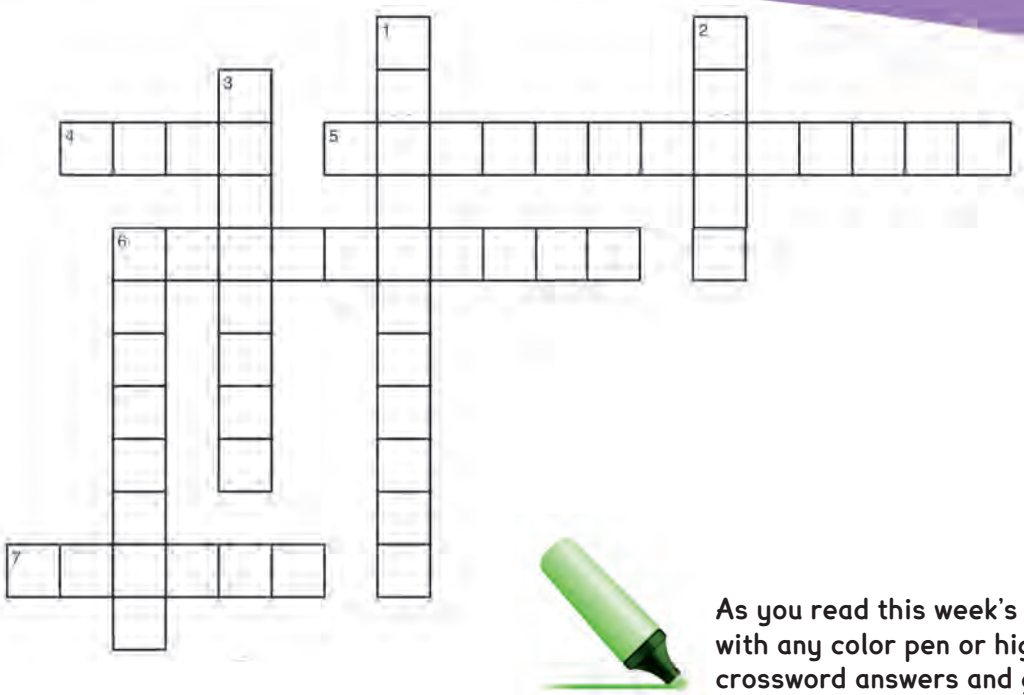
Magnification

People have always longed for a good look at things that the eye alone can't see. With the help of machines that add power to the human eye, we've been able to get some amazing views of planets, stars, comets and more. But you don't have to go to outer space for an amazing view of a strange new world. When it comes to things that eyes alone can't see, there's plenty right here on Earth. Today, powerful microscopes help us see the tiniest parts of the world right under our noses.

But what did people do before today's fancy microscopes came along? People have been trying to get close-up looks at tiny things for centuries and centuries. The ancient Romans filled round glass bowls with water, and looked through the water at something small held on the other side of the bowl. The clear water, seen through the curved glass of the bowl, made the object look much larger.

You may have seen a goldfish swimming in a round glass bowl. When the fish is right next to the glass on your side of the bowl, it looks like an average goldfish. But when it swims to the other side of the bowl, it sometimes looks gigantic!

Name _____



ACROSS

4. the unit from which all organisms are made
5. an organism that can only be seen with a microscope
6. the tiny "factories" inside cells
7. cells combine to form this; bone, muscle and nerves are examples

DOWN

1. made up of only one cell
2. tissues combine to form these; the heart is an example of one
3. tiny "tails" on some microorganisms that help them move
6. a living thing, capable of making and using energy, reproducing, growing and changing, responding to its environment and getting rid of wastes

As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

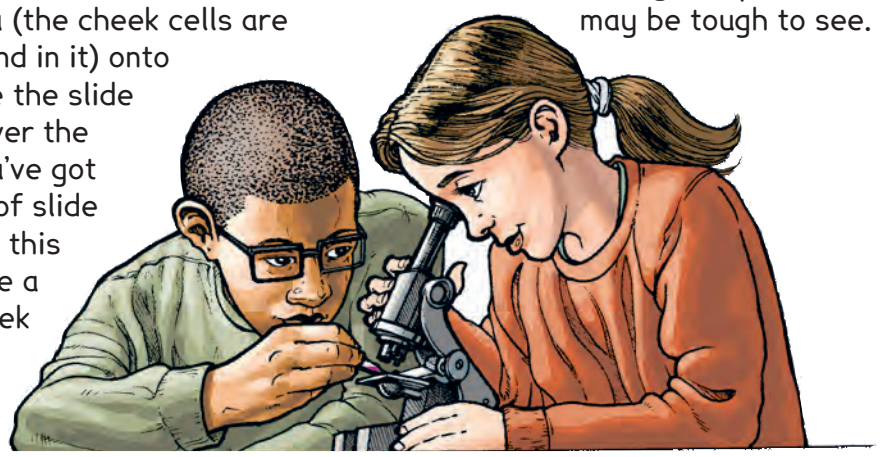
Staining Cells

Mini-Lab

If you liked looking at cells through a microscope in this week's lab, you'll love this trick for making cells easier to see! To use this technique, you'll need what's called a wet slide. It's a slide that has a cover so that you can use it to look at liquids. You'll also need a small bottle of food coloring, one that can apply the food coloring in drops. Any color will do.

Directions

1. Prepare a slide with some cheek cells. You'll remember how to do this—just take the flat side of a toothpick and gently scrape the inside of the cheek.
2. Drop the saliva (the cheek cells are swimming around in it) onto the slide. Place the slide cover gently over the saliva. Now you've got the same sort of slide that you had in this week's lab. Take a look at the cheek cells under the microscope to help you remember how they looked.
3. Here's the trick. On the slide, right at the edge of the slide cover, place one tiny drop of food coloring. The drop should touch the edge of the cover. As you watch, some of the food coloring should slip right under the cover all by itself.
4. Wait a few moments, and then put the slide under a microscope. Remember how the slide looked before? You should see a difference! The food coloring makes the details in the cell easier to see. You can use this trick any time you're looking at something in liquid that may be tough to see.



The Skin You're In

What is the largest organ of the human body? The answer might surprise you—it's your skin. That's right. Your skin is an organ.

An average adult's skin covers about 20 square feet and weighs 6-10 pounds. Skin cells replace themselves about once every 28 days. By the time you reach old age, you will have lost more than 1,000 pounds of skin, and most of the time, you'll hardly even notice when it happens.

If you put one square inch of skin under a powerful microscope, here's what you'd find:

- 19 million cells
- 19,000 nerve cells
- 625 sweat glands
- nearly 100 oil glands
- 19 feet of blood vessels
- 60-65 hairs (unless the skin came from the palm of a hand or the sole of a foot—no hair grows there)

Let's Investigate

Hello, Science Detectives! Are you up for a cellular challenge this week? No, we're not talking about cell phones. We're talking about cells. After reading this week's Science Studies Weekly, think of a question you have about cells. Then create an investigation. Of course, you can't see cells without a microscope. If your school doesn't have one, you can find lots of cell images on the Internet. Be sure to get permission from an adult before you do research online. www.cellsalive.com/gallery.htm is a good place to start.

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Connections

Donating Organs

Mom always told you to share, right? You share toys, treats, books, bikes and jokes. But did you know you could also share a kidney or a liver? Donating an organ is a way to share something that can save the life of another person.

You've been learning about organisms. When cells group together to form tissue, and when tissues get together to serve a specific purpose, you get an organ. Sometimes, organs in the body stop doing their job and need to be replaced. Replacement organs can come from living or deceased donors, depending on what is needed and the availability of that organ. A healthy person can donate a kidney, half of a liver or part of a lung, pancreas or intestines.

People can choose to be organ donors when they die, as well. If they choose to donate, doctors can use many more organs in their body, including their heart. That can allow other people to live longer, healthier lives when they otherwise wouldn't be able to live.

More than 100,000 people are waiting for transplants in America today. But 6,000 people die each year while waiting for a donation that fits their needs. Sometimes it's difficult to ask for organ donations in tragic circumstances, and many people haven't considered becoming an organ donor. If you decide you'd like to be a donor, and you're under 18 years of age, talk to your parents about the decision.

WEEK 18
Vol. 19 Issue 3
Third Quarter

The Western United States

Michigan Studies Weekly

GRADE 4

THE WESTERN UNITED STATES

We've covered a lot of territory the last couple of weeks, and we're not done yet! This week we're heading off into the sunset to explore the western United States. We'll cross mountains and deserts, brave the cold of winter in Alaska and soak up the sun on the beaches of Hawaii. Let's go!

The West

Land

The Western region contains 11 states, including Hawaii and Alaska. The region is very large and extremely diverse, so it's hard to make general rules about climate, resources and landforms. Geographers split this region into two smaller sub-regions, the Mountain Region and the Pacific Region.

The Mountain Region includes Wyoming, Colorado, Utah, Idaho, Montana and Nevada. The most famous landform is the Rocky Mountains, and the region has some of the most famous national parks in the country. The land varies from rugged snow-covered mountains to deep canyons to thick forests.

The Pacific Region includes California, Hawaii, Oregon, Washington and Alaska. Redwood forests, rocky cliffs, deserts, beaches and mountain ranges make up the landscape. With Alaska and Hawaii as part of the West, you can bet that no two states are alike! Alaska is home to the United States' highest mountain peak, Denali (formerly Mt. McKinley), glaciers and some of the coldest winter temperatures in the United States. Hawaii is an island chain with beautiful beaches, mostly sunny weather and volcanoes.

Climate

Again, this region is so spread out that the climate varies greatly. The large elevation differences create different climate zones. Alaska is cold most of the year, since it is so far north. Hawaii is warm year round because it's closer to the equator. Washington and Oregon have wet weather compared to California and

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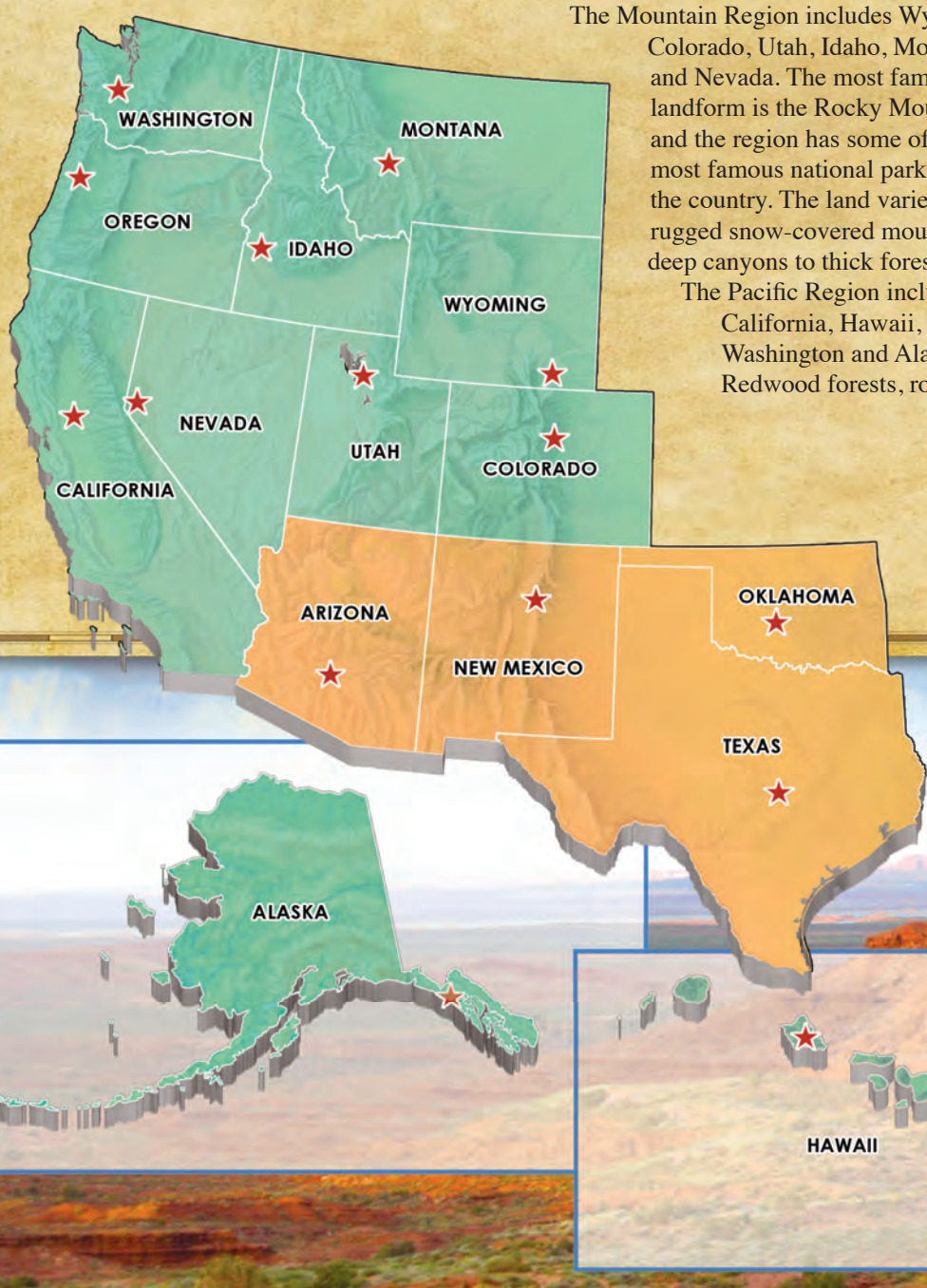

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Famous Western People

1. Lois Lowry

Lois Lowry was born in Hawaii but lived in many different states and regions because her father and husband were in the military and moved a lot. She graduated from the University of Maine and started writing professionally when she was in her 30s.

She is the author of the funny "Anastasia" series, as well as the more serious "Number the Stars" and "The Giver." She has written more than 30 books for children and young adults and won two Newberry Medals. Lois writes every day. They say practice makes perfect!

2. Andre Agassi

Andre was born in Las Vegas, Nevada, and started playing tennis professionally when he was 16 years old. He has won eight Grand Slam tournaments as well as an Olympic gold medal. In 1995, Andre was ranked number one in the world.

He started the Andre Agassi Charitable Foundation and the Andre Aggasi College Preparatory Academy for children in Nevada.

3. Beverly Cleary

Beverly Cleary was born in McMinnville, Oregon. She lived in the small town until her family moved to Portland, where she went to school. Not always a strong reader, Beverly still loved to read. She decided at a young age to become a writer, focusing on her own life and the people she grew up with. Some of her books include "Muggie Maggie," "Beezus and Ramona" and "The Mouse and the Motorcycle." Have you read any of her books?

4. Mary Kay Ash

Mary, a businesswoman and entrepreneur, was born in Hot Wells, Texas, in 1918. She spent more than 10 years developing her cosmetic business, Mary Kay. She wanted to start her own company after experiencing and seeing women face discrimination in the workplace. She bought the formulas for skin lotions and opened a small store in Texas. Today, more than 1.6 million salespeople sell her products around the world.

5. Joan Ganz Cooney

Joan Cooney was born in Phoenix, Arizona, in 1929. She attended the University of Arizona. She worked to create the Children's Television Workshop and Sesame Street. She thought children's programs should be educational, not just entertaining. She proved that quality television programs could be produced for children. Sesame Street is successful at teaching and entertaining a diverse population of young minds. Who was your favorite Sesame Street character when you were little?

6. Barbara Eden

You may have seen reruns of the popular TV show "I Dream of Jeannie." Did you know that the star of the show is from Tucson, Arizona? Her real name is Barbara Jean Moorehead, but everyone knows her as Barbara Eden.

Barbara starred in several other roles, including one with Elvis Presley and one in the TV series "How to Marry a Millionaire."

Words to Know

elevation: the altitude or height of a place above sea level
mesa: a landform with steep walls and a flat top, usually found in deserts
butte: an isolated hill or mountain rising above the surrounding land
arid: extremely dry
irrigation: a system of bringing water to crops
sorghum: a cereal grass used to make molasses
entrepreneur: a person who takes a risk to start or manage a new business
discrimination: treating someone differently because of their differences
diverse: many different kinds or forms

Ambassador Bridge

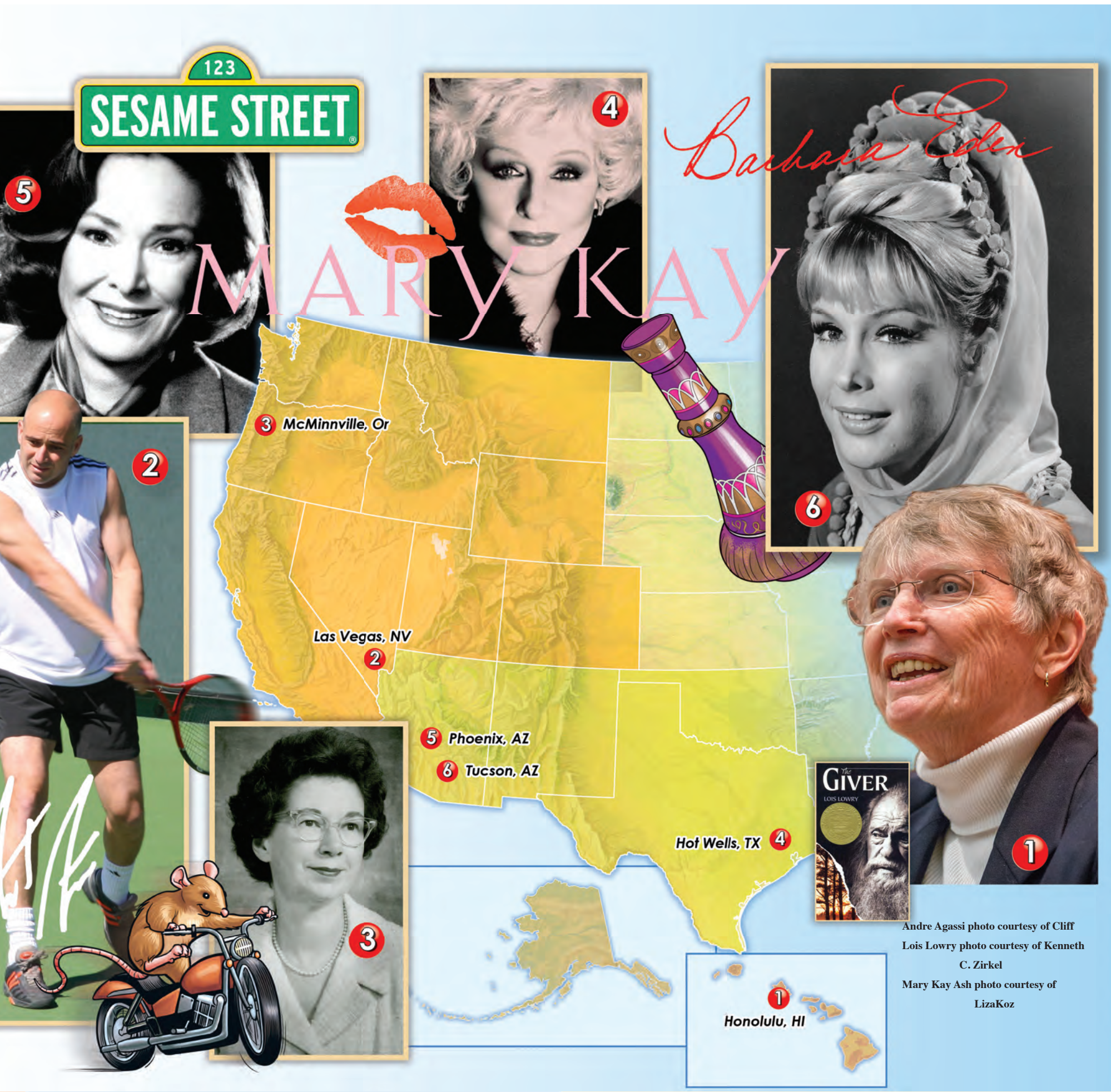
Geography

The Ambassador Bridge is an international border crossing that spans 7,500 feet, including 1,850 feet suspended over the Detroit River. The bridge connects Detroit, Michigan, and Windsor, Canada. The government of both countries had to agree on the bridge. The construction took two years, beginning in 1927 and ending in 1929.

The bridge was paid for privately and cost $23.5 million. It continues to be privately owned and operated and is not part of the Michigan Department of Transportation. The toll, or fee, to cross the bridge is $$4.75 per car. The bridge is made from 21,000 tons of steel and two miles of cables. Two concrete towers help to keep the roadway secure 152 feet above the river. While there is a sidewalk, it has been closed for security reasons.

The Ambassador Bridge Company now works to keep the international bridge the busiest crossing in North America with almost 10 million vehicles using the bridge in one year. Also, more than 25 percent of all goods traded between Canada and the United States cross the bridge.

The lights on the cables can be seen for miles and stand for the connection between two bordering countries. There is even a saying on the bridge, "The visible expression of friendship in the hearts of two peoples with like ideas and ideals."



Andre Agassi photo courtesy of Cliff

Lois Lowry photo courtesy of Kenneth C. Zirkel

Mary Kay Ash photo courtesy of LizaKoz

Did You Know?

Vernors Ginger Ale

Vernors Ginger Ale was created more than 130 years ago and is our nation's oldest soda pop. The inventor of Vernors was James Vernor, a pharmacist by trade, who began experimenting with ginger ale at about 19 years old. However, he was held up by enlisting in the Union army to fight in the Civil War. Before he left, he put his experimental drink in oak cask barrels to age. After four years in the military, he came back and opened a drug store on Woodward Avenue in Detroit. He opened the oak cask barrel and found the delicious beverage. He sold Vernors Ginger Ale to drug store customers for 30 years. Finally he opened a bottling plant near the store and began making Vernors with his son, James Vernor II, so more people would be able to buy their soda. Vernors is the favorite ginger ale of many Michiganians!

Michigan Timeline

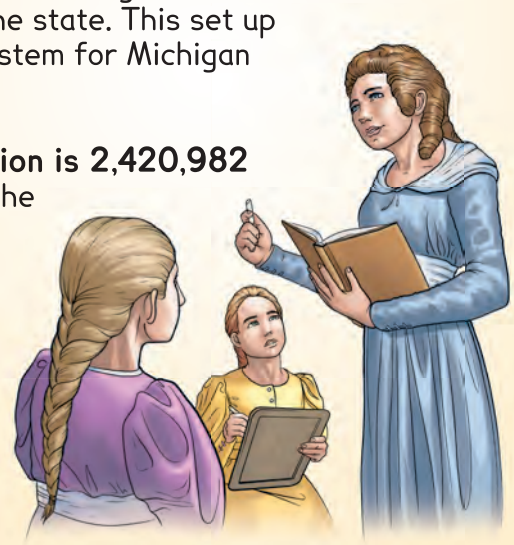
State School System

1899-1903 – The Michigan Government began to establish a state school system.

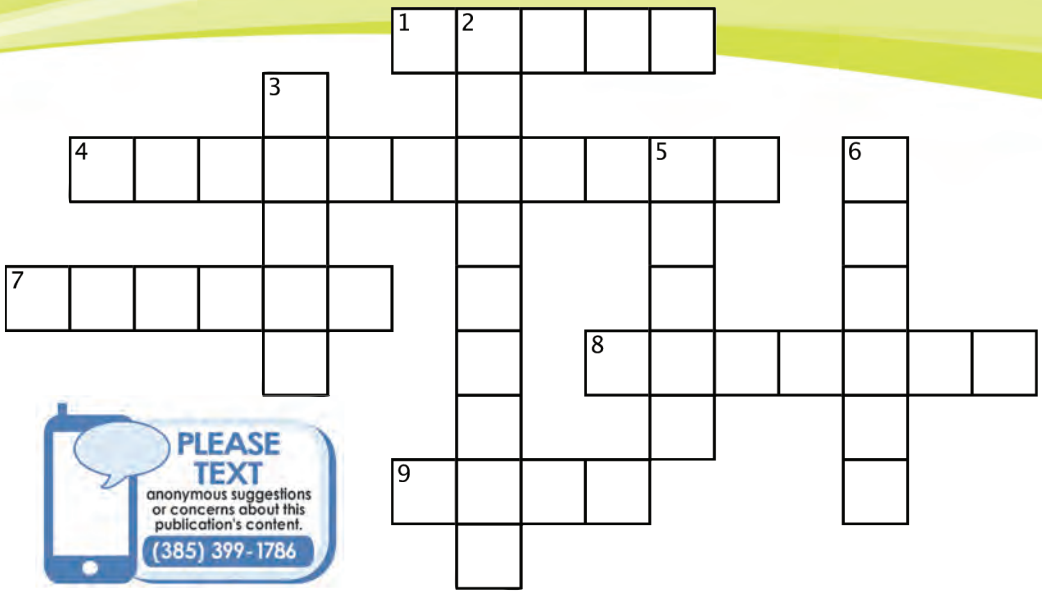
Using the German School Model, the state of Michigan began to set up a state school system for public schools, for colleges that trained teachers and for college studies. The Michigan government approved more funding to public schools than any other state in the nation. A few years later, Michigan had determined four-year curriculums and degrees at colleges within the state. This set up a successful state school system for Michigan citizens.

1900 – Michigan's population is 2,420,982

At about this same time, the population of Michigan had grown to nearly 2.5 million people. With this growing population, more and more children were in the state school systems, and more young adults were going to college.



Name _____



ACROSS

1. things you must have to survive
4. what you give up when you make a choice: _____ cost
7. nickname of the Model T: Tin _____
8. cereal company in Battle Creek
9. auto maker who paid workers $5 a day: Henry _____

DOWN

2. This gets most of the money in the Michigan state budget.
3. Michigan's State Bird: _____ Redbreast
5. money paid to the government
6. money you earn from work

As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

Haym Salomon, Financial Hero

In 1975, the U.S. Postal Service issued a stamp [right] honoring Haym Salomon as a "Financial Hero of the American Revolution," yet many Americans have never heard of him. Who was Haym Salomon?

Haym Salomon was a Jewish immigrant from Poland who came to New York City in 1772. He became a successful financial broker (someone who arranges business transactions). Salomon sided with the patriots and joined the Sons of Liberty. The British arrested him as a spy. In jail he became an interpreter for German soldiers but secretly encouraged many to desert (leave the army). He was supposed to be executed, but he escaped. He set up a new business in Philadelphia.

Salomon could see that the Continental Congress was struggling to get money to support the war. American soldiers did not have enough pay, food or supplies. Salomon began raising money. He helped Robert Morris, the Superintendent of Finance, get loans from France and other countries. He often made personal loans to the government and to American leaders like James Madison, Thomas Jefferson and James Monroe. When George Washington needed money for the Battle of Yorktown, he said, "*Send for Haym Salomon*." Salomon's clear thinking, generosity and dedication helped our country win its independence.

The Treaty of Paris in 1783 ended the war, but the new country still had money problems. Salomon continued to help America raise money. He was also a strong leader in Philadelphia's Congregation Mikveh Israel. He worked to overturn a law that kept non-Christians from holding office.

Now that you have learned Haym Salomon's story, why do you think history has often overlooked him? How has clarity of thought led to a positive result in your life?

Compassion and Tolerance

This week you are going to begin making a Compassion Garden Bulletin Board. The flowers in the garden will tell about things you and your classmates do to show compassion and tolerance in your school. Ready to start planting some seeds of kindness? First, choose one activity to the right and carry it out. Draw a picture of you doing the activity in the box.

Offer to read a book or play a game with a brother, sister or neighborhood child.

Find a classmate at school who is on crutches or has a cast and offer to help in some way.

Choose one article from this week's magazine and read it again. Circle or highlight the main idea of the article in yellow. Circle or highlight three or more key details in green.

Write about the activity you chose above. How did it make you feel? How did the person you helped react? Be sure to edit your writing for correct spelling, punctuation and grammar. Write the final copy on the pattern your teacher gives you.

If you'd like to make any editorial comments about our paper, please write to us at support@studiesweekly.com.

Extension Activity

Note: Copy the directions and chart below. Students may work in groups or individually for this activity.

To complete the chart, think about the different characteristics of a region and compare and contrast our Midwest region with the other four regions. Some of the answers have been filled in for you.

Characteristic	The West	The Southwest	The Midwest	The Northeast	The Southeast
Land	Rocky Mountains		Near Great Lakes		Coastal Plains Appalachian Mountains
Climate		Dry and hot	Cold winters Warm summers	Cold winters Warm summers	
Natural Resources		Copper		Forests	
Industries	Agriculture				Fishing and shipping On the Atlantic Ocean
Famous People					

Michigan Studies Weekly
Teacher Supplement

Name: _____ Date: _____
Michigan Studies Weekly (4th Grade) 3rd Quarter, Week 18

Label each statement true or false. If the statement is false, rewrite the sentence to make it true. If the statement is true, leave the line below the statement blank.

_____ 1. The West can be split into two regions, the Mountain Region and the Pacific Region.

_____

_____ 2. The West includes the Appalachian Mountains.

_____

_____ 3. The Pacific Region includes Alaska and Hawaii.

_____

_____ 4. Much of the Southwest is dry and contains little vegetation.

_____

_____ 5. The Grand Canyon is one of the seven natural wonders of the world.

_____

Read each question and the answer choices carefully. Fill in the circle next to the choice that best answers the question.

6. The Southwest is well known for _____.

A fishing
B mining copper
C sandy beaches
D very cold winters

7. The Pacific Region includes _____.

A redwood forests
B rocky cliffs
C mountains
D all of the above

Write the answers to the questions below in your social studies journal or on a separate piece of paper. Answer each question in complete sentences, using your own words. Be sure to answer all parts of the questions.

8. Write about one similarity and one difference between the West and the Southwest. It could be in the area of land, climate or natural resources.

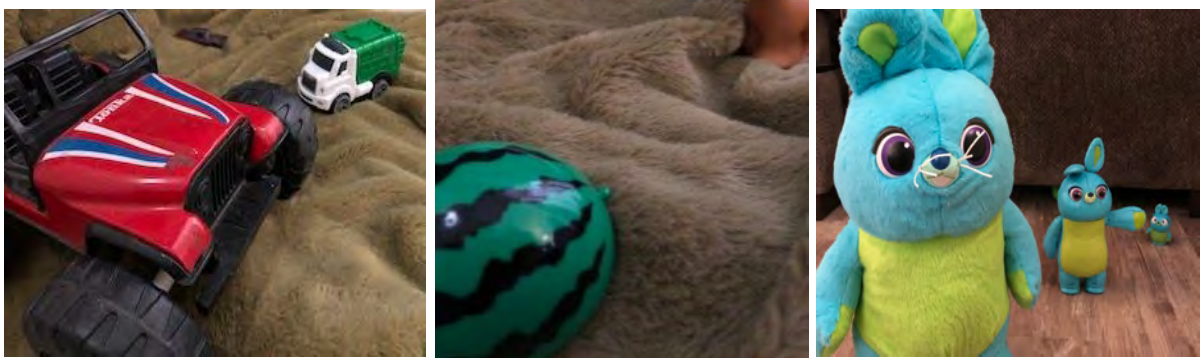
9. Compare the West to the Midwest using details about the land or the natural resources.

10. Compare the Southwest to the Midwest using details about the land or the natural resources.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



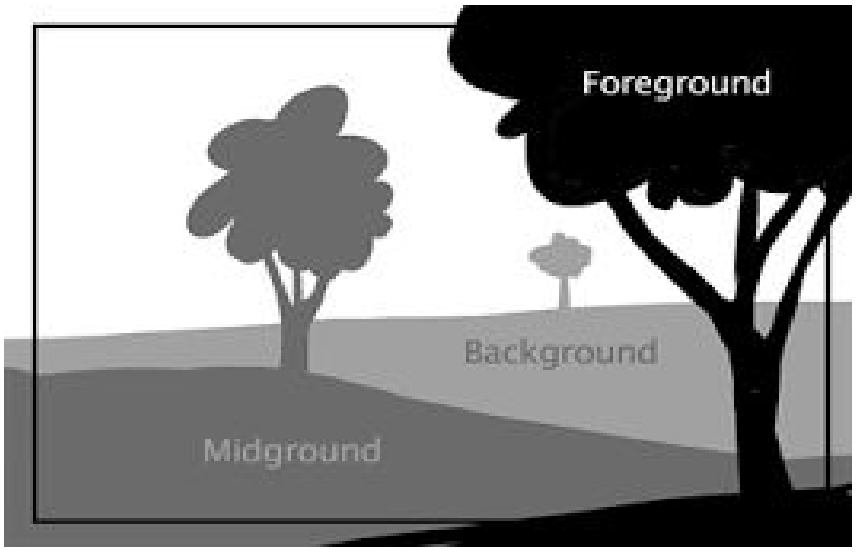
Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of <u>SPACE</u>

DIRECTIONS:
Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (*see more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



SPACE RESOURCES:

YouTube Videos:
[Elements of Art: Space | KQED Arts]

Foreground, Middle ground & Background

Foreground Middle ground Background Rap

Books:

Oh, the Places You'll Go! by Dr. Seuss Read Aloud **Look at the illustrations and find Foreground, Middle Ground, and Background!**

Roberto The Insect Architect by Nina Laden (Read aloud)

"When I Build With Blocks" by Niki Alling

Games:

Starry Night Jigsaw Puzzle

Balls on pyramids Jigsaw Puzzle

ARTHUR | Games . Animal Home Builder | PBS KIDS

ARTHUR | Games . Treehouse Designer

Playing Sandcastle

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

3rd - 4th Grade Media Choice Board

Please choose ONE activity to do per WEEK

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

- https://www.abcya.com/
- https://www.funbrain.com/
- https://www.fuelthebrain.com/
- http://www.fun4thebrain.com/
- https://www.roomrecess.com/

Listen to online stories:

- https://www.storylineonline.net/
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- https://typingclub.com **(***If you cannot remember your login for typing club, just click on* ***get started*** *and choose a lesson to practice your typing skills.)*
- https://typetastic.com/
- https://www.typing.com/student/game/keyboard-jump
- https://www.typing.com/student/game/keyboard-ninja
- https://www.typing.com/student/game/type-a-balloon

Coding Websites:

- https://www.k5technologycurriculum.com/extras/hour-of-code/
- https://code.org/

Virtual Field Trips:

https://www.weareteachers.com/best-virtual-field-trips/

Internet Safety: Watch these videos on how to be safe using the internet.

Super Digital Citizen(3-5)
https://www.commonsense.org/education/lesson/super-digital-citizen-3-5

NetSmartz Videos
http://www.missingkids.org/netsmartz/videos#elementary

Create a **doc** on any topic. Change font size, style and color. Add an image if you'd like.
Some examples…

- Type a letter to a friend.
- Type a story about something fun that you have done recently.
- Type an adventure story.
- Type a poem.
- Type a list of fun summer activities.
- Or another topic for your choice.

Create a **slideshow** on any topic. Change font size, style and color. Add an image on each slide and create transitions
Some examples…

- Create a slideshow on your favorite animal.
- Create a slideshow on your favorite food.
- Create a slideshow on your favorite place to eat.
- Create a slideshow on your favorite vacation.
- Create a slideshow on your family activities.
- Or another topic for your choice.

Other activities you may choose to do can include the following:

- Use Google Drawing to edit or create your own picture
- Use Google Sheets to create pixel artwork
- Use Google Sheets to create a graph

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

Kids Cardio 2

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

Elementary Routine

SPANISH ACTIVITIES
The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)	**Números(numbers)**
Rojo-red	uno- one (1)
Amarillo-yellow	dos-two (2)
Anaranjado-orange	tres-three (3)
Azul- blue	cuatro-four (4)
Morado-purple	cinco-five (5)
Café- brown	seis- six (6)
Negro- black	siete-seven (7)
blanco-White	ocho-eight (8)
Verde-green	nueve-nine (9)
Rosado-pink	diez-ten (10)
Gris-grey	

Lunes, el 27 de abril -
Introducción de los colores (Introduction to colors)
Miren la canción de los colores (Watch the colors videos)
https://www.youtube.com/watch?v=DsRKoZGaoEM
https://www.youtube.com/watch?v=-jf5WnqcePQ

Actividades (Activities)

Opción 1 (Option 1)
Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -
Escuchen la canción para practicar los números (listen to the song to practice the numbers)
https://www.youtube.com/watch?v=6FEyfy5N3Nc

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -
Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.)
https://www.youtube.com/watch?v=L26jwqF9Zro
https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

_____ rojo _____ anaranjado _____ amarillo

_____ verde _____ azul _____ morado

_____ blanco _____ negro _____ gris

_____ cafe _____ rosado

1 - gris

2 - azul claro

3 - verde

4 - amarillo

5 - azul

6 - rojo