

4th Grade

May 4 - May 8



A Family Reunion

In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

Orca Facts

- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.

As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.

Like Peas in a Pod



NOAA

Orca

After Springer had recovered, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three cousins are part of the pod. Springer's family reunion seemed to be a happy one.

Name: _____ Date: _____

1. According to the text, what is Springer?

- A. a male orca
- B. a female orca
- C. a scientist
- D. a jet-powered boat

2. Which of the following events occurred last in the text?

- A. Scientists helped Springer by treating her skin rash.
- B. Scientists decided to return Springer to the ocean.
- C. Scientists figured out that Springer had no mother.
- D. Scientists saw Springer swimming with her family.

3. Read these sentences from the text.

In July, wildlife experts loaded Springer onto a jet-powered boat.
The boat traveled about 400 miles north to western Canada.
Scientists knew that a pod, or group of orcas, related to Springer
was there.

What conclusion can you draw based on this evidence?

- A. Wildlife experts have a way of determining which orcas are related to each other.
- B. Only a pod, or group of orcas, related to Springer would have accepted her.
- C. Springer could only survive back in the wild if she was around her pod.
- D. Springer communicated to the wildlife experts where her pod was located.

4. What word would the author probably use to describe Springer's personality?

- A. angry
- B. friendly
- C. sad
- D. dangerous

5. What would be another good title for this text?

- A. Saving Springer
- B. Peas in a Pod
- C. Dolphins vs. Whales
- D. Puget Sound in Washington State

6. Read these sentences from the text.

The following January, a **lone** orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

As used in these sentences, what does the word "**lone**" mean?

- A. having fun
- B. needing money
- C. swimming very slowly
- D. being the only one

7. Choose the word that best completes the sentence.

Scientists decided to capture Springer_____ Springer had a skin rash that they wanted to treat.

- A. so
- B. however
- C. but
- D. because

8. Why did the scientists attach a radio transmitter to Springer before they released her into the ocean?

9. Discuss two ways that the scientists helped Springer.

The Circus Comes to Town

by ReadWorks



Donald Seastrunk never feared the jugglers until they upgraded from bean bags to bowling pins. By the movie theater, after a movie let out, excited crowds gathered around the most skilled jugglers, whose silk vests were as blue as the sky. Winking and smiling, the jugglers performed astonishing feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded. Word of mouth spread to neighboring towns. People from far away came to see the street performers. All seemed well and good, but with the jugglers' popularity came copycats. And so many of them!

On the side streets and quiet walkways, juggling copycats blundered through their simple routines. A ball or two rolling into the street was the worst of it, at first. But when the very best jugglers switched to bowling pins to freshen up their act, the bad jugglers copied this, too. For Donald Seastrunk, the juggling problem came to a head one May morning, as he hurried from his car up the path to the library. Just as he thought he was safe, a stray bowling pin spiraled through the air and whomped him on the head.

The next day it was crazy at Town Hall, too. Mayor Marjorie Arnold sighed at her desk. She had just read Donald Seastrunk's angry email, which Donald had sent to dozens of friends, the town council, and the mayor's office. This wasn't the first complaint the mayor had received about the jugglers. But what could she do? Some people were mad, but others loved the jugglers. After all,

the town was practically famous now, and people were proud to be from a famous town. The biggest newspaper in the state capital had even written an article about the jugglers. And think of all the money the crowds spent at local stores! The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again.

Whenever she found herself in trouble, Mayor Arnold liked to hold imaginary conversations with the golden cat statue on her desk. With another heavy sigh, she asked it for advice.

"Why not pass a law banning juggling in public?" it seemed to say.

"The mayor can't just pass whatever laws she wants," said Mayor Arnold. "Laws are passed by the town council." With a groan, the mayor rose from her leather chair and stood at the window, looking at the trees in full bloom on the town green. One tree had a bowling pin caught in the branches.

The mayor imagined the cat's voice dropping to a whisper. "Why not order the police to fine the jugglers for disturbing the peace?"

"That's no good," the mayor said. She rested her forehead on the cool window and closed her eyes. "What if the jugglers sue us? Then the case would go to court, and the town could lose a lot of money!"

The golden cat statue made no reply. The mayor was by herself. She heard what sounded like the distant rumble of thunder. Thunder? There wasn't a cloud in the sky! Without taking her forehead off the window, Mayor Arnold opened her eyes. What she saw next made her jump up with a squeak. A crowd of people were marching up the long street that led to Town Hall, and at the crowd's front was Donald Seastrunk himself. They pumped their fists in the air and waved signs. An anti-juggler protest! Mayor Arnold sighed. It was going to be a long day.

Name: _____ Date: _____

1. What is the town in the passage famous for?

- A. tightrope walkers
- B. jugglers
- C. bowling pins
- D. circus elephants

2. What main problem does Mayor Arnold face?

- A. People are complaining about the jugglers, and she doesn't know what to do.
- B. Donald Seastrunk is hit in the head by a juggler's stray bowling pin.
- C. She holds imaginary conversations with the golden cat statue in her office.
- D. The jugglers might sue the city if they were fined for disturbing the peace.

3. While many people are happy to live in a famous town, not everyone is happy about the jugglers. What evidence from the passage supports this conclusion?

- A. The biggest newspaper in the state capital writes an article about the jugglers.
- B. Excited crowds gather around the skilled jugglers outside the movie theater.
- C. Donald Seastrunk leads a crowd in an anti-juggler protest.
- D. Donald Seastrunk is hit in the head by a bowling pin.

4. Read the following sentences: "The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again."

Based on this description, how is Mayor Arnold most likely feeling?

- A. inspired
- B. upbeat
- C. lonely
- D. frustrated

5. What is this story mostly about?

- A. how Mayor Arnold makes decisions
- B. problems caused by jugglers in a town
- C. the dangers of increased numbers of copycat jugglers
- D. the routines performed by skilled jugglers

6. Read the following sentence: "Winking and smiling, the jugglers performed **astonishing** feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded."

What does the word "**astonishing**" mean as used in this sentence?

- A. unsurprising
- B. realistic
- C. colorful
- D. amazing

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

The jugglers bring tourists and money to the town; _____, the jugglers disturb the peace and annoy some citizens.

- A. on the other hand
- B. initially
- C. above all
- D. as a result

8. Why does Donald Seastrunk send an email to the mayor's office?

9. Why can't the mayor order the police to fine the jugglers for disturbing the peace?

10. Explain why the issue of the jugglers is so difficult for Mayor Arnold. Support your answer using information from the passage.

Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.



Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But many kids today come in contact with fewer germs than their grandparents did. That's in part because they grow up in environments with fewer germs such as cleaner homes and smaller families. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.



Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough



iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.



Alamy

Name: _____ Date: _____

1. According to the text, what are increasing in the United States?

- A. allergens
- B. germs
- C. allergies
- D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

- A. The solution is to stay away from dust and mold.
- B. The solution is to stop eating milk products and eggs.
- C. The solution is to hide from anything that causes allergies.
- D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

- A. "More people in the United States have allergies today compared with decades ago."
- B. "Allergens in the air aren't the only problem."
- C. "Those foods can even cause some people to have trouble breathing."
- D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

- A. A person with allergies is sick and needs to see a doctor.
- B. A person who sneezes and coughs often may have allergies.
- C. A person who drinks milk and eats eggs will definitely get allergies.
- D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

- A. Allergies are increasing, but simple steps can be taken to cope with them.
- B. Our own human nature has produced more allergies than ever.
- C. Everyday foods have caused a higher proportion of allergies than ever.
- D. Coughs and sneezes are reflexes to allergens.

6. Read the sentences:

"There is very good treatment for allergies,' Nish says. 'No one should suffer with **symptoms**.'"

As used in the text, what does "**symptoms**" mean?

- A. changes in the body that are signs that a person is sick
- B. changes in temperature that give people allergies
- C. changes in medicine to treat people when they are sick
- D. changes in people's immune systems that cause allergies

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

Kids come into contact with fewer germs today, _____ their immune systems get confused and attack other things.

- A. if
- B. after
- C. although
- D. so

8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?

9. What two possible reasons for the increase in allergies are explained in the passage? Use evidence from the text to support your answer.

10. What can be concluded about the increase of allergies in the future? Use the 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 _____

- For most adjectives with two or *more* syllables, add *more* to compare two nouns. *The cat is more silent than the dog.*
- Add *most* to compare more than two nouns. *Of carrots, peas, and kale, carrots are the most popular in the cafeteria.*

Write *more* or *most* to correctly complete each sentence.

1. This book is _____ exciting than the last one I read.
2. I am _____ nervous about the race than you are.
3. Which city is the _____ crowded of all?
4. I am _____ talented in art than in music.
5. That is the _____ ridiculous thing I have ever seen.



Write about three of your favorite foods using the words *more* or *most*. Check your work. Then share your sentences with a partner. Identify where your partner used the words *more* and *most*. Then identify the nouns they have compared.

Name _____

- For most adjectives with two or more syllables, add *more* to compare two nouns. Add *most* to compare more than two nouns.
- Use *-er* or *-est* with many two-syllable adjectives, but not all. If you are unsure whether to use *-er/-est* or *more/most*, look in a dictionary.
- When you add *more* or *most*, do not use the *-er* or *-est* form of the adjective.

Rewrite each sentence. Use the correct form of the adjective.

1. The roller coaster is the most thrillingest ride in the entire theme park!

2. I think this pattern is more ugly than the last one we saw.

3. She was the carefulest volunteer at the shelter.

4. This is the most hungry I've been all day.

Reading/Writing
Connection

This sentence from "What If It Happened to You?" is changed so it has an error. Circle the error. Then write the corrected sentence below.

"Well, I've sort of been saving for a more new bracelet," she answered, looking away.

Name _____

- Use a comma before the coordinating conjunction when you combine two simple sentences to form a compound sentence. *Jacob ran around the block, but he stretched his muscles first.*
- **Appositives** and **appositive phrases** rename nouns or give more information about them. They can be used to combine two sentences that explain or refer to the same thing.
- **Commas** are used to set off many **appositives** from the rest of the sentence. *My mother, a tall woman, runs very fast.*
- **Adjectives, adverbs, and correlative conjunctions** may also be used to combine sentences.

Combine each pair of sentences. Write the new sentence on the line.

1. I want to go to the movies. I don't want to go ice skating.

2. The dog ran around the backyard. It was a playful pup.

3. I am late for school. I am almost ready to leave.

4. He finished his homework. He was quick.



In your writer's notebook, write about a time that you had to be brave. What did you do? Then go back through your work and try to combine two of the sentences you wrote. Edit your work for spelling, punctuation, and subject-verb agreement.

Name _____

- For most long adjectives, use *more* or *most* to compare people, places, or things.
- If you are unsure whether to use *-er/-est* or *more/most*, look in a dictionary.
- Use a comma before the coordinating conjunction when you combine two simple sentences to form a compound sentence.
- **Appositives, adjectives, adverbs, and correlative conjunctions** may be used to combine sentences.

Rewrite the sentences below, correcting mistakes in adjectives and combining sentences.

1. I think you are more thirstier than I am.

2. The cat is black. The dog is white.

3. She is the creativest person I know.

4. My coat is very warm. It is red.

5. He is a talenteder singer than I am.

6. She was the interestingest person at the party.

COMMON ERRORS

Remember that two independent clauses combined with a comma is a run-on sentence. Don't forget to add the coordinating conjunction!

Name _____

Read the paragraphs. Then choose the best answer to each question.

(1) I have the _____ friends and family! (2) Of my friends, Maria is the _____; she's always telling the best jokes. (3) Luiz is the _____ of all of us. (4) He gets the _____ grades.

(5) As far as my family goes, my sister is _____ than I am at fixing things around the house. (6) Maybe it's because her arms are _____ than mine, so she can reach more things!

- | | |
|--|--|
| <p>1. What word fits best in the blank in sentence 1?</p> <p>A cooler</p> <p>B coolest</p> <p>C most cool</p> <p>D more cool</p> | <p>4. What word fits best in the blank in sentence 4?</p> <p>A highest</p> <p>B most high</p> <p>C higher</p> <p>D more high</p> |
| <p>2. What word fits best in the blank in sentence 2?</p> <p>F hilariouser</p> <p>G more hilarious</p> <p>H most hilarious</p> <p>J most hilarousest</p> | <p>5. What word fits best in the blank in sentence 5?</p> <p>F talenteder</p> <p>G talentedest</p> <p>H most talented</p> <p>J more talented</p> |
| <p>3. What word fits best in the blank in sentence 3?</p> <p>A most smart</p> <p>B smarter</p> <p>C more smart</p> <p>D smartest</p> | <p>6. What word fits best in the blank in sentence 6?</p> <p>A more longer</p> <p>B most long</p> <p>C longer</p> <p>D longest</p> |

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. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Review Words

21. _____

22. _____

23. _____

Challenge Words

24. _____

25. _____

1. grocer

2. pepper

3. barber

4. grader

5. polar

6. tanker

7. singer

8. enter

9. odor

10. collar

11. zipper

12. powder

13. danger

14. cheddar

15. popular

16. harbor

17. anchor

18. elevator

19. daughter

20. victor

21. increase

22. oatmeal

23. sleeve

24. conductor

25. waiter

Name _____

Look at the syllable *mar*. It has one vowel sound and ends in *r*. When a vowel is followed by the letter *r*, the two letters act as a team to form a special vowel sound. A syllable having this kind of letter team is called an ***r*-controlled vowel syllable**.

DECODING WORDS

When a vowel is followed by *r*, the team must stay together in the same syllable when decoding. For example: *bar-ber*, *har-bor*.

Write and read aloud words with matching *r*-controlled vowel syllables.

zipper	odor	victor	tanker	popular
anchor	grocer	cheddar	elevator	collar
daughter	polar	powder	singer	enter
barber	pepper	grader	harbor	danger

-or

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

-ar

6. _____
7. _____
8. _____
9. _____

-er

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Use the spelling patterns above to write a short story. Include four words from the spelling list. Read the story aloud and check your work for errors.

Name _____

Look at the syllable *mar*. It has one vowel sound and ends in *r*. When a vowel is followed by the letter *r*, the two letters act as a team to form a special vowel sound. A syllable having this kind of letter team is called an ***r*-controlled vowel syllable**.

DECODING WORDS

When a vowel is followed by *r*, the team must stay together in the same syllable when decoding. For example: *bar-ber*, *har-bor*.

Write and read aloud words with matching *r*-controlled vowel syllables.

actor	danger	enter	skater	cleaner
barber	zipper	powder	odor	victor
pepper	collar	singer	trainer	grader
dollar	tanker	polar	solar	motor

-or

1. _____

2. _____

3. _____

4. _____

-ar

5. _____

6. _____

7. _____

8. _____

-er

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____



Use the spelling patterns above to write a short story. Include four words from the spelling list. Read the story aloud and check your work for errors.

Name _____

A. Write the spelling words with *r*-controlled vowel syllables that contain the matching spelling pattern. Then read the word aloud.

grocery	polar	odor	danger	anchor
professor	tractor	collar	cheddar	elevator
barbershop	composer	waiter	popular	daughter
grammar	ranger	powder	harbor	victor

-or

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

-ar

8. _____

9. _____

10. _____

11. _____

12. _____

-er

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

B. Compare the words *enter* and *victor*. How are they alike? How are they different?



Use the spelling patterns you learned to write a short story. Include four words from the spelling list. Read the story aloud and check your work for errors.

Name _____

grocer	polar	odor	danger	anchor
pepper	tanker	collar	cheddar	elevator
barber	singer	zipper	popular	daughter
grader	enter	powder	harbor	victor

A. Write the spelling word that belongs with each group of words.

1. dog, leash, _____
2. swiss, cream, _____
3. haircut, shop, _____
4. actor, dancer _____
5. child, girl, _____
6. hull, oars, _____
7. come, arrive, _____
8. tomato, cucumber, _____
9. oil, ship, _____
10. harm, risk, _____

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

11. I like to watch the ships come into the _____.
12. That fifth-_____ won the science prize at school.
13. The _____ on my winter jacket is stuck.
14. We will ride the _____ to the top of the building.
15. Many flowers have a pleasant _____.
16. The _____ boy was voted "friendliest" at school.
17. The mother put _____ on the baby after his bath.
18. I am the _____ because I won the game!
19. The _____ areas of the world are very cold.
20. The kind _____ helped me find the canned corn.

Name _____

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

An oil tankor is a ship that carries oil from one place to another. It often travels through poler regions that have a lot of ice. This can be a dangor to the hull, or bottom, of the ship. If the hull were to be damaged, oil could leak into the ocean and harm sea life.

There have been reports of ships that have leaked oil. But many ships travel every day. Most are able to entor safely into a harbar and drop the anchor. People are looking for other types of clean fuel to use, but for now we count on these ships to help us live our lives.

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

Writing Connection

Write about something that we count on to live our lives every day. Use at least four words from the spelling list. Check your work with a dictionary and be sure that you have spelled any high-frequency words correctly.

Name _____

Remember

When a vowel is followed by the letter *r*, the two letters act as a team to form a special vowel sound. A syllable that contains this kind of letter team is called an ***r*-controlled vowel syllable**.

grocer	polar	odor	danger	anchor
pepper	tanker	collar	cheddar	elevator
barber	singer	zipper	popular	daughter
grader	enter	powder	harbor	victor

A. Fill in the missing letters of each word to form a spelling word.

- | | |
|---------------|-----------------|
| 1. har _ _ _ | 11. eleva _ _ _ |
| 2. tank _ _ | 12. grad _ _ |
| 3. ched _ _ _ | 13. zip _ _ _ |
| 4. en _ _ _ | 14. popu _ _ _ |
| 5. vic _ _ _ | 15. pep _ _ _ |
| 6. gro _ _ _ | 16. o _ _ _ |
| 7. col _ _ _ | 17. daugh _ _ _ |
| 8. an _ _ _ _ | 18. sing _ _ |
| 9. bar _ _ _ | 19. po _ _ _ |
| 10. pow _ _ _ | 20. dan _ _ _ |

B. Write these spelling words in alphabetical order. Alphabetize them to the third letter: *grocer, pepper, powder, popular, grader*.

- | | | |
|-----------|-----------|-----------|
| 21. _____ | 23. _____ | 25. _____ |
| 22. _____ | 24. _____ | |

Name _____

Remember that **idioms** are well-known phrases that have a specific figurative meaning in a certain language. You should not consider the literal meanings of the words when defining an idiom. Read this example: Alicia and her sister are opposites who never see eye to eye. The sentence is not literally about the sisters' eyes. It means that they never agree on anything.

Read each passage and examine the underlined idiom. Then circle the correct meaning.

- Zander had never been on a skateboard before. He felt like a fish out of water.
 - Zander would rather be fishing than skateboarding.
 - Zander felt very unfamiliar and out of place.
 - Zander was a good swimmer but not a good skateboarder.
- Kacey was going to make her first jump off the high diving board. But then she got cold feet and decided not to risk it.
 - Kacey was suddenly too scared to jump off the diving board.
 - The pool made Kacey's feet so cold that she had to leave.
 - Kacey's injured feet prevented her from jumping off the diving board.
- Pedro was already happy to have passed his math test. The B+ he received was simply icing on the cake.
 - Pedro was going to celebrate his passing grade with a cake.
 - Pedro thought that doing math problems is like icing a cake.
 - Pedro's B+ was an extra good thing in addition to passing his test.
- Regan laughed at her friend, who had stepped in mud. Her glee faded, however, when she saw her own shoes and realized she was in the same boat.
 - Regan and her friend were both riding in the same boat.
 - Regan and her friend had both stepped in mud.
 - Regan realized that her shoes were as big as a boat.
- Yoshi asked his father to listen to his speech. "I'm all ears," said Mr. Hamada.
 - Yoshi was giving a speech about the ear.
 - Mr. Hamada was ready to listen to Yoshi's speech.
 - Mr. Hamada has very big ears.

Name _____

Read each passage from “The Stray Dog.” Find and underline the simile or metaphor. Then identify what is being compared and if it is a simile or a metaphor.

1. Joon bent down for a closer look, but he certainly didn’t recognize the animal from any of the families in the neighborhood. The dog was a big fluffy ball of dirt and had no tags, so there could be little doubt that the animal was a stray.

Simile or metaphor? _____

What is being compared? _____

2. Uncle Bae was Joon’s least favorite relative, mainly because he was always grumpy. He was about as warm as a block of ice.

Simile or metaphor? _____

What is being compared? _____

3. He plopped the loafers right in Uncle Bae’s lap. Uncle Bae’s face lit up like the sun. It was the first time in a long time that Joon had seen his uncle smile.

Simile or metaphor? _____

What is being compared? _____

B

Number Correct: _____

Improvement: _____

Circle the Prime Number

1.	4	5
2.	6	5
3.	8	5
4.	7	10
5.	7	12
6.	7	14
7.	4	3
8.	11	10
9.	15	11
10.	17	15
11.	19	20
12.	14	13
13.	11	12
14.	16	17
15.	19	18
16.	22	23
17.	21	19
18.	29	28
19.	31	33
20.	35	37
21.	2	9
22.	57	2

23.	42	41	40
24.	44	43	42
25.	45	47	49
26.	53	55	50
27.	56	54	59
28.	95	97	99
29.	90	91	92
30.	99	98	97
31.	90	89	88
32.	67	65	63
33.	62	61	60
34.	72	71	70
35.	77	75	73
36.	27	67	77
37.	39	49	59
38.	32	2	22
39.	19	49	69
40.	5	15	55
41.	99	49	59
42.	1	21	41
43.	45	51	2
44.	48	85	67

A

Number Correct: _____

Divide.

1.	$6 \div 2 =$	
2.	$60 \div 2 =$	
3.	$600 \div 2 =$	
4.	$6,000 \div 2 =$	
5.	$9 \div 3 =$	
6.	$90 \div 3 =$	
7.	$900 \div 3 =$	
8.	$9,000 \div 3 =$	
9.	$10 \div 5 =$	
10.	$15 \div 5 =$	
11.	$150 \div 5 =$	
12.	$1,500 \div 5 =$	
13.	$2,500 \div 5 =$	
14.	$3,500 \div 5 =$	
15.	$4,500 \div 5 =$	
16.	$450 \div 5 =$	
17.	$8 \div 4 =$	
18.	$12 \div 4 =$	
19.	$120 \div 4 =$	
20.	$1,200 \div 4 =$	
21.	$25 \div 5 =$	
22.	$30 \div 5 =$	

23.	$300 \div 5 =$	
24.	$3,000 \div 5 =$	
25.	$16 \div 4 =$	
26.	$160 \div 4 =$	
27.	$18 \div 6 =$	
28.	$1,800 \div 6 =$	
29.	$28 \div 7 =$	
30.	$280 \div 7 =$	
31.	$48 \div 8 =$	
32.	$4,800 \div 8 =$	
33.	$6,300 \div 9 =$	
34.	$200 \div 5 =$	
35.	$560 \div 7 =$	
36.	$7,200 \div 9 =$	
37.	$480 \div 6 =$	
38.	$5,600 \div 8 =$	
39.	$400 \div 5 =$	
40.	$6,300 \div 7 =$	
41.	$810 \div 9 =$	
42.	$640 \div 8 =$	
43.	$5,400 \div 6 =$	
44.	$4,000 \div 5 =$	

B

Number Correct: _____

Improvement: _____

Divide.

1.	$4 \div 2 =$	
2.	$40 \div 2 =$	
3.	$400 \div 2 =$	
4.	$4,000 \div 2 =$	
5.	$6 \div 3 =$	
6.	$60 \div 3 =$	
7.	$600 \div 3 =$	
8.	$6,000 \div 3 =$	
9.	$10 \div 5 =$	
10.	$15 \div 5 =$	
11.	$150 \div 5 =$	
12.	$250 \div 5 =$	
13.	$350 \div 5 =$	
14.	$3,500 \div 5 =$	
15.	$4,500 \div 5 =$	
16.	$450 \div 5 =$	
17.	$9 \div 3 =$	
18.	$12 \div 3 =$	
19.	$120 \div 3 =$	
20.	$1,200 \div 3 =$	
21.	$25 \div 5 =$	
22.	$20 \div 5 =$	

23.	$200 \div 5 =$	
24.	$2,000 \div 5 =$	
25.	$12 \div 4 =$	
26.	$120 \div 4 =$	
27.	$21 \div 7 =$	
28.	$2,100 \div 7 =$	
29.	$18 \div 6 =$	
30.	$180 \div 6 =$	
31.	$54 \div 9 =$	
32.	$5,400 \div 9 =$	
33.	$5,600 \div 8 =$	
34.	$300 \div 5 =$	
35.	$490 \div 7 =$	
36.	$6,300 \div 9 =$	
37.	$420 \div 6 =$	
38.	$4,800 \div 8 =$	
39.	$4,000 \div 5 =$	
40.	$560 \div 8 =$	
41.	$6,400 \div 8 =$	
42.	$720 \div 8 =$	
43.	$4,800 \div 6 =$	
44.	$400 \div 5 =$	

4th Grade Day 1**Math.Content.4.OA.A.3** Solve multistep word problems

Problem: According to their pedometers (step counter), Mrs. Smith's class took a total of 42,619 steps on Tuesday. On Wednesday, they took ten thousand more steps than they did on Tuesday. On Thursday, they took one thousand fewer steps than they did on Wednesday. How many steps did Mrs. Smith's class take on Thursday?

(Hint: Being organized is the best way to solve a challenging math problem. Below is a table. By putting your numbers into the table, the work is easier for you to see what you need to do.)

Day	The problem says	Math	Total for Day
Tuesday	x	x	42,619 steps
Wednesday	10,000 more steps than Tuesday	Add 10,000	
Thursday	1,000 fewer steps than Wednesday	Subtract 1,000	

Equation: To solve this problem I would add

_____ + _____ - _____ = _____

Answer: Mrs. Smith's class took _____ steps on Thursday.

Challenge: How many steps did the class take during all three days?

During the three days, the class took _____ steps.

4th Grade Day 2

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

Problem: In one year, the animal shelter bought 25,460 pounds of dog food. That amount was 10 times the amount of cat food purchased in the month of July. How much cat food was purchased in July?

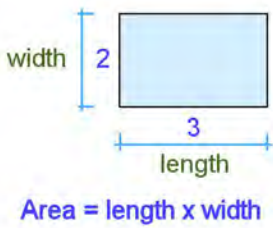
(Hint: Another way to solve difficult problems is to make the numbers easier. By doing that, you can look for patterns. Once you see the pattern, you can then solve the original problem.)

Cat Food	Times by 10	Dog Food
4 pounds	X 10	40 pounds
7 pounds	X 10	_____ pounds
9 pounds	X 10	_____ pounds
14 pounds	X 10	_____ pounds
Look: To get the answer, you <u>add one zero</u> to the cat food. This moves the digit to the next place value over. 9 pounds of cat food equals 90 pounds of dog food .		
Now: Look for a new pattern		
8 pounds	X 10	80 pounds
____ pounds	X 10	30 pounds
____ pounds	X 10	20 pounds
____ pounds	X 10	120 pounds
____ pounds	X 10	350 pounds
____ pounds	X 10	4120 pounds
Look: To get the answer, you <u>take away one zero</u> from the dog food. This moves the digits one place value back. 350 pounds of dog food equals 35 pounds of cat food.		
_____ Pounds	X 10	25,460 pounds

Answer: There were _____ pounds of cat food bought in July.

4th Grade Day 3

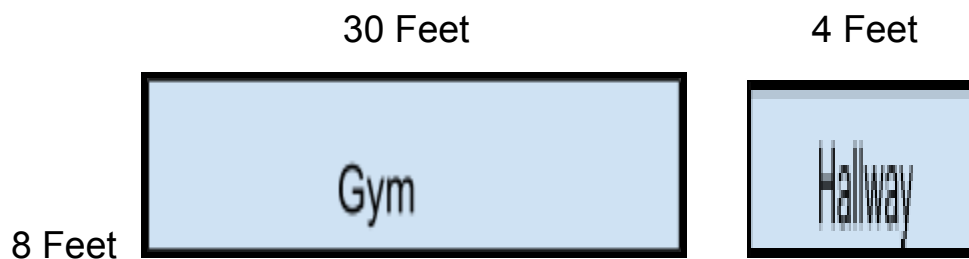
Math Content .4.MD.A.3 Apply area problems to the real world



Problem: The school wants to put in a new floor.

One space is the gym and another is in a small hallway. They want to figure out the amount of area in each of these spaces.

- Write an equation for the area of each rectangle.
- Then, find the sum of the two areas.



Hint: Area is the space inside a flat shape. We can measure how much space is inside a shape by using multiplication. **Area = the length of the shape times the width of the shape.**

- Write an equation for the area of each rectangle.

Space	Equation	Area
Gym	8 feet x _____	_____ square feet
Hallway	8 feet x _____	_____ square feet

- Then, find the sum (add) of the two areas.

The gym's area plus the hallway's area = the two areas

_____ + _____ = _____ square feet

Science Studies Weekly

Exploration

See Primary-Source
Related Media...



studiesweekly.com

GRADE
4

Heredity and Diversity

Once there was a prince with a question. On his head he wore a golden crown. Beneath his crown, he had hair as red as a ripe tomato. He knew why the crown sat on his head. His father was king, and his grandfather was a king before his father. The throne would be passed on to the prince. The prince did not wonder about his crown. He wondered instead about his hair. It was just like his father's. But how did he get hair just like his father's? He asked a wise man of the court. The wise man smiled kindly and said, "Children often share the traits of their parents, your highness."

"Traits?" said the prince.

"Yes, traits—characteristics that make up a person. For example, parents who have blue eyes often have children with blue eyes. Parents who are tall often have children who are tall, and so on."

The prince looked thoughtful. "But how do the children get those traits?" he asked. "My father couldn't place red hair on my head the way he placed the crown on it! I don't get it!"

The wise man chuckled, "Patience, Your Highness. The passing down of traits from parents to children is called heredity, and it doesn't happen in people only. It happens in every organism on the planet!"

The prince raised an eyebrow. "Heredity?"

"Indeed," said the wise man, "and scientists for centuries have studied the way traits are passed down from parents to their offspring."

The prince shrugged. "I'm still not sure I get it."

The wise man withdrew a long wand and waved it mysteriously in the air. "Oh, you don't get it, do you?" he said. "Then allow me to introduce you to some of the scientists who have studied heredity. I think you'll find their experiments

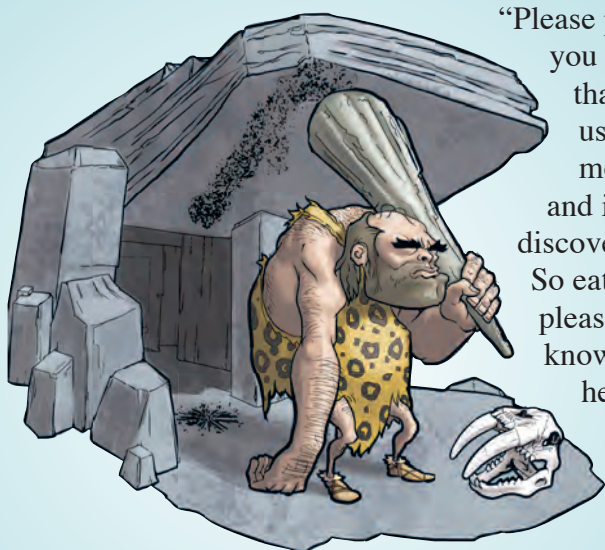
very interesting!"

Right before the prince's eyes appeared four figures. They looked surprised to be there in the prince's chamber, but nowhere near as surprised as the prince himself. At once, one of the figures spoke—just as you, dear reader, were about to turn the page....



Connections

Gregor Johann Mendel



The next time someone says, "Please pass the peas," you can tell them that peas were used for the most important and influential discovery in heredity. So eat your peas, please! Today, we know a lot about heredity. We've learned that two people who have

brown eyes probably won't have a child with brown eyes. We know that certain abilities, like being able to roll your tongue, are inherited.

But we didn't always know how heredity worked. The scientist Gregor Johann Mendel was a curious man and decided to figure heredity out and share his findings with the world.

Fun Facts About Mendel:

- Born in Austria in 1822.
- He did well in school and loved science and math

- He became a monk and experimented at the monastery

Fun Facts About You:

- What eye color did you inherit?
- Did you inherit the ability to roll your tongue?
- Did you inherit dimples?



Heredity and Diversity: The Prince's Dilemma Unfolds ...

Jan Baptist van Helmont

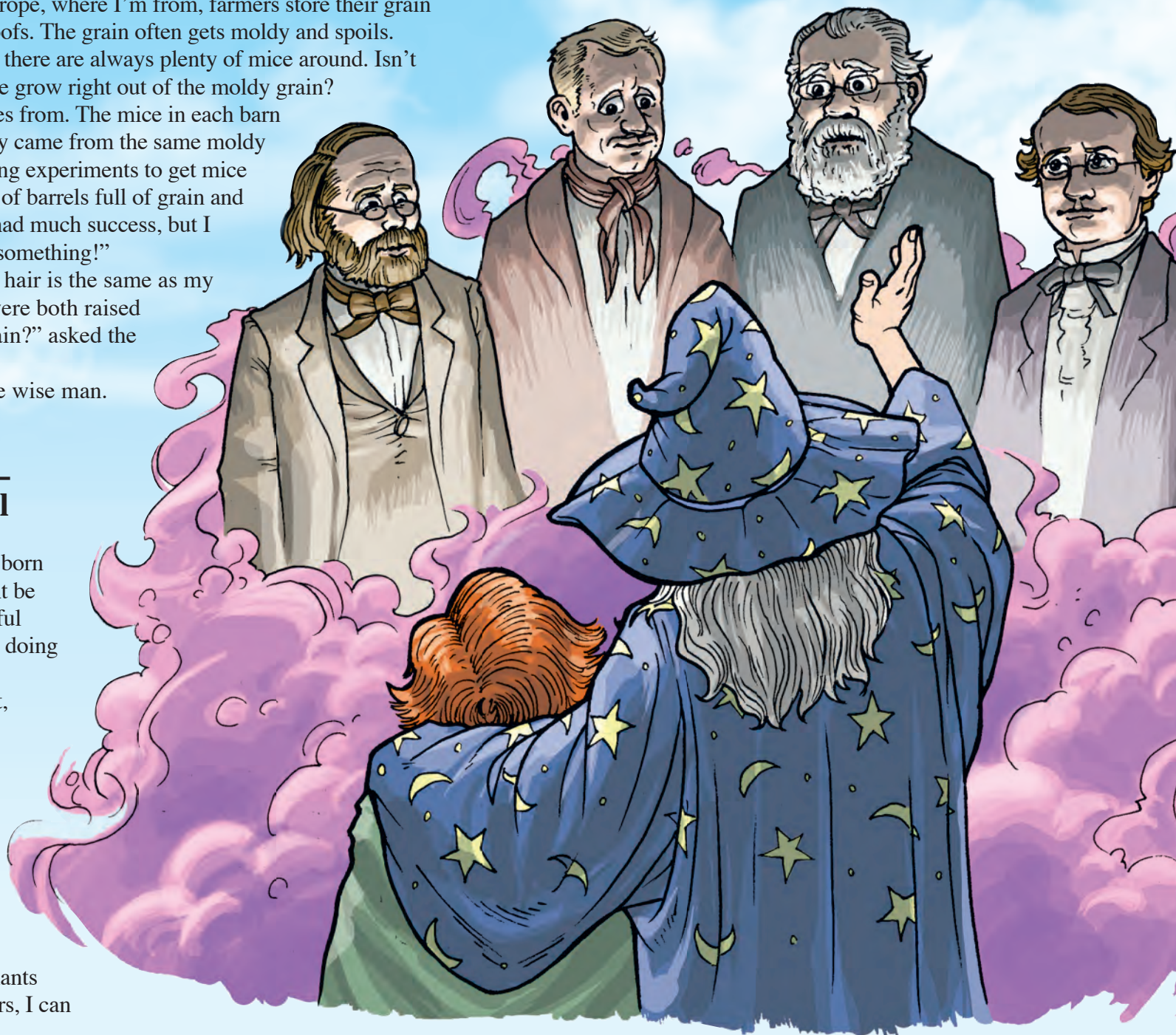
Excuse me, your majesty. My name is Jan Baptist van Helmont. I was born in 1577 in Brussels, Belgium, and I think I've got this all figured out. See, in Europe, where I'm from, farmers store their grain beneath leaky straw roofs. The grain often gets moldy and spoils. In these storage barns, there are always plenty of mice around. Isn't it obvious that the mice grow right out of the moldy grain? That's where life comes from. The mice in each barn look alike because they came from the same moldy grain. I myself am doing experiments to get mice to grow magically out of barrels full of grain and dirty shirts. I haven't had much success, but I really think I'm on to something!"

"You mean my red hair is the same as my father's because we were both raised in the same moldy grain?" asked the prince.

"Patience," said the wise man. "There's more."

Peas in a Pod— Gregor Mendel

"Ahem. My name is Gregor Mendel. I was born in 1822. I think I might be able to offer some useful information. I've been doing experiments with pea plants. Yes, that's right, pea plants. See, some peas are round and some are shriveled. Some are all green and some have little black spots on them. Well, I know it sounds a little strange, but after growing 28,000 pea plants from the seeds of others, I can



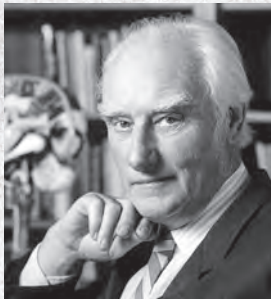
Watson and Crick

The wise man in our story didn't summon these guys to help answer the prince's question, but James Watson and Francis Crick are hereditary heroes. In the 1950s, based on their own research and the research of other scientists (like a brilliant woman named Rosalind Franklin and a man named Maurice Wilkins), they figured out what a DNA molecule looks like. Just figuring out what a molecule looks like may not seem like a big deal, but understanding the shape of the DNA molecule helped scientists figure out how DNA works. Watson and Crick, along with Wilkins, were awarded the Nobel Prize for their work. (Rosalind Franklin had died by then.) Later on, Mr. Watson was named the head of the Human Genome Project as well.

Spotlight



James Watson



Francis Crick

What exactly is DNA?

The initials DNA are a short and easy way of saying deoxyribonucleic acid (D for "deoxyribo," N for "nucleic," and A for "acid"). DNA is found down inside your cells. It's the main stuff inside chromosomes. It's the stuff that contains all the information for making a new organism. All organisms have it, from plants to people. And here's something else. The DNA of every person is different from the DNA of every other person. Your DNA is as unique as your fingerprint.

This Week's Question



experiments I can't so much as look at a bowl of pea soup without turning a little green!"

"But what do peas have to do with my hair?" The prince looked even more confused.

"Shh! Keep listening," said the wise man.

Mice with No Tails

"Let's get serious for a moment, meine freunde. My name is Friedrich Leopold August Weismann, and I wanted to know if traits acquired after you're born could be passed on to future generations. For example, if you ate a lot of sugar and your teeth fell out, does that mean your children will be born with no teeth? That may sound like a silly question to you, but I'm serious, ja? I did my experiment by cutting off the tails of 21 generations of mice. And do you know what? The 22nd generation still had tails when the mice were born! I think I've proved that traits acquired after you're born don't pass on to future generations. What do you think?"

The prince was shocked. "Yikes! What did they do with all those tails?"

"Details, details," said the wise man.

Chromosomes

"You must admit I've been very patient, but now it's my turn to talk. My name is Carl Wilhelm von Nägeli. I was born in 1817 in Switzerland. I think that growing mice from moldy grain is crazy, and I'm having trouble sleeping at night thinking about all those mice without tails! Me, I've seen what makes organisms share traits with their parents. I've seen it with my own eyes!

"The truth is that all the information to make a new organism is stored in the cells of the organism's parents. In each cell, there's a crazy little thing for which I don't have a name. These little things contain all the instructions for building a new organism, and building it to share the traits of those who have gone before it. Later folks decided to call it a chromosome. Did I tell you I've seen these little chromosomes with my own eyes? I did! Through a microscope, I saw the chromosomes inside plant cells."

"I think this is starting to make sense," the prince said.

The wise man clapped his hands. "Ah—wisdom at last!"

The Prince's Dilemma Ends ...

The prince grinned, revealing a gap between his two front teeth—just like the gap in his mother's teeth. "This explains why I have red hair, just like my dad. Parts of his chromosomes, carrying information to re-create all of his traits, are inside me now. And chromosomes from my mom (the queen) carry information about her traits. Parts of those chromosomes are inside me too. Chromosomes are the key to why I'm so much like my royal folks. That's a real load off my royal brain. I wonder if my kingly dad ever thought about stuff like this when he was my age? If he's anything like me, he probably did." The prince was happy to have his question answered.

Time passed and the prince became king. He married a princess who became his queen, and before long there was another red-headed prince in the palace. And so it continued for many generations in this story of royal redheads.



In the Lab

Being Left-Handed

Here's a fun experiment you can do to help you understand heredity.

What You Need

- a pencil
 - a piece of paper
 - a couple of left-handed friends
- (Chances are you can find all of these things—including a left-handed friend or two—in your classroom.)

Directions

1. Write one friend's name on the piece of paper. Below your friend's name, write the names of your friend's mom and dad. Below those names, write down the names of your friend's grandparents. If your friend knows their names, write down the names of his or her great-grandparents, too.
2. Next to each name, write yes if the person is left-handed or no if he or she is not. If your friend doesn't know exactly who in his or her family is left-handed, you might want to assign him or her to find out, and continue this experiment when your friend has all the information that can be gathered.
3. Once you've written yes or no next to each name, take a look at what you've written.
4. Answer these questions in your science journal: Is there more than one person on the chart who is left-handed?

Is everyone left-handed? What can you tell about traits from this experiment? Do they show up in every offspring of a set of parents, or just a few? Does it make a difference, do you think, if both parents are left-handed? Why or why not?



5. Repeat the experiment with a different left-handed friend. Compare and contrast the results.

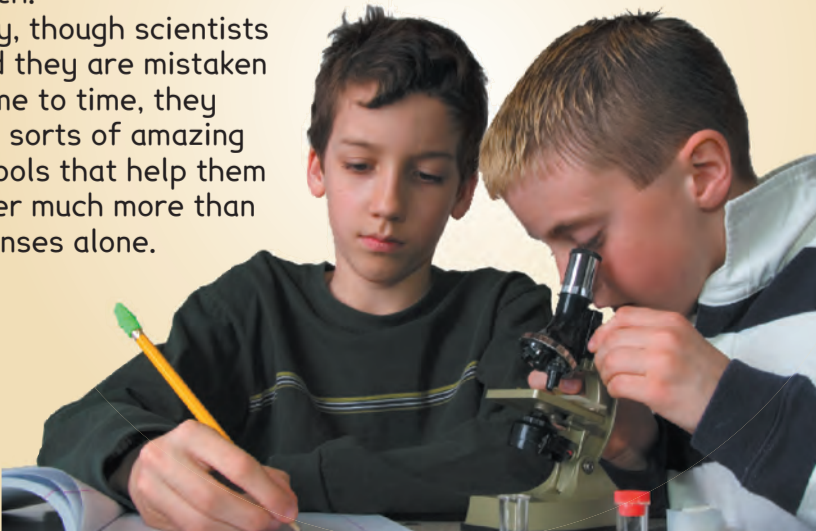
Science, Then & Now

Using Your Senses

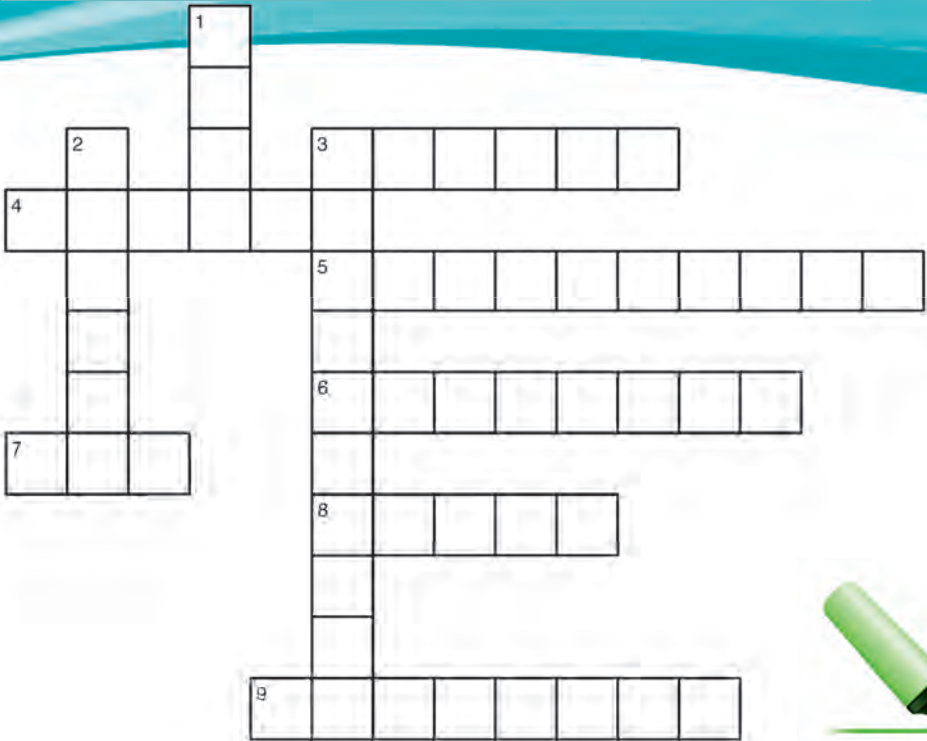
In this issue, you've read about some interesting experiments performed by scientists who were trying to figure out how we get to be the people we are. Sometimes they were able to gather some pretty accurate information, but other times they were mistaken.

In the early days of scientific experimentation, there were no microscopes or telescopes. There were no machines to detect or measure particles of one sort or another. The only tools that scientists had were their own eyes, ears, noses and fingers. The only evidence they could gather was what they could see, hear, smell, taste and touch.

Today, though scientists still find they are mistaken from time to time, they have all sorts of amazing tools—tools that help them to gather much more than their senses alone.



Name _____



- ACROSS
3.

the scientist famous for studying heredity through experiments with peas
4.

saw chromosomes through a microscope
5.

the material that carries DNA and contains the plans for determining an organism's traits
6.

any living thing, made up of a cell or cells
7.

stores hereditary information, short for "deoxyribonucleic acid"
8.

one of the team that discovered the shape of the DNA molecule
9.

the passing on of traits from parent to offspring
- DOWN
1.

some believed these grew from moldy grain and dirty shirts
2.

last name of the head of the human genome project
3.

an instrument for seeing very small objects



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.

Playing with a Full Deck

Mini-Lab

Here's an activity that will help demonstrate how every organism receives traits from both parents.

What You Need

- a piece of paper
- a pencil
- a deck of cards that can be divided into different colors (A deck of UNO cards works well.)

Directions

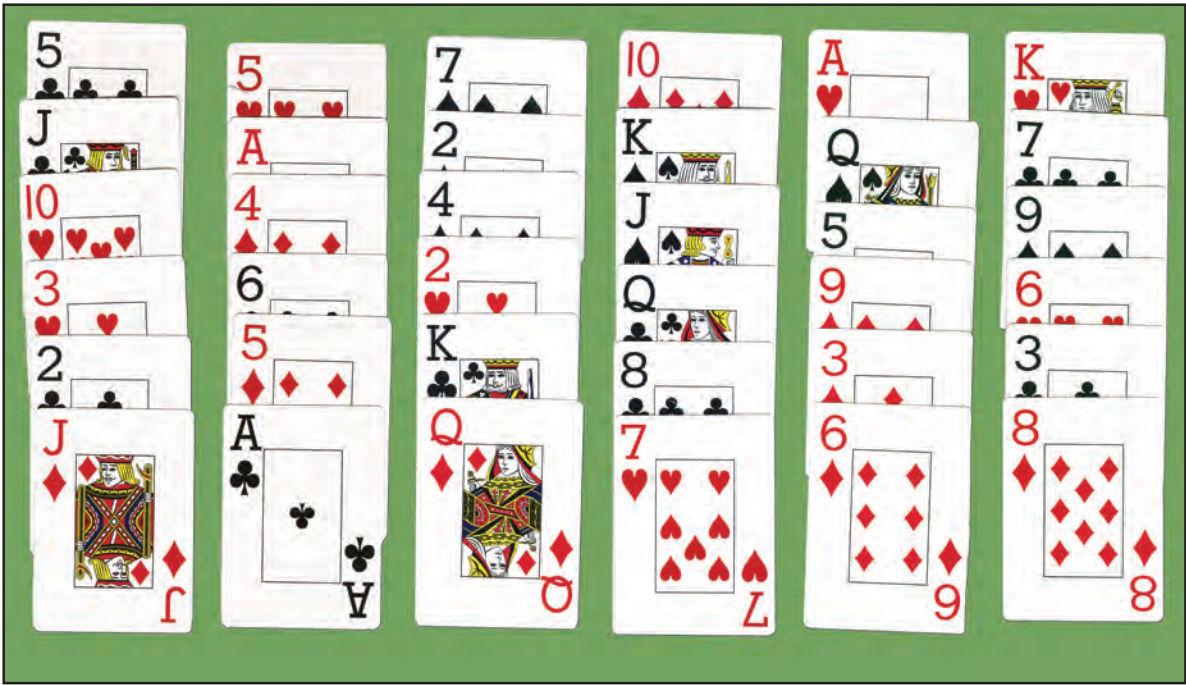
1.

Divide the deck of cards into piles, with a separate color in each pile. Set aside all the piles but two. One pile represents the traits that may be passed down by one parent. The other pile represents the traits that may be passed down by the other parent. Each card represents a trait.
2.

Shuffle the cards that represent the parents' traits together into one pile. There should be at least 36 cards in the pile.
3.

Take the bottom six cards from the shuffled pile. These six cards represent the offspring of the two parents. Lay those six cards out in front of you, face up.
4.

Using the remaining cards, place one at a time face up on each of the six



5.

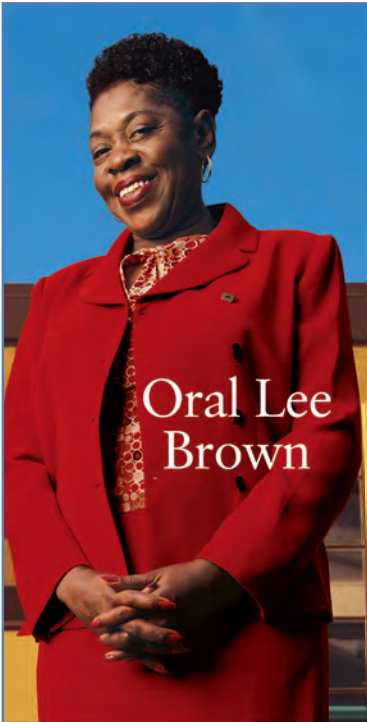
On your piece of paper, write how many cards (or traits) from each parent the offspring has. For example, if you're using blue cards and red cards, you might write "three blue, two red" or "four red, one blue."
6.

Repeat the whole activity five times, writing down the results each time.
7.

Answer these questions in your science journal: Were the results the same each time you shuffled the cards? Did the offspring receive the same number of traits from both parents each time? What do you think this activity demonstrates about traits that are passed down from parents to their children?

Let's Investigate

Welcome back, science detectives! Ready to ask more questions? We hope so, because this week is all about questions. Imagine you're a police detective trying to find out if the suspect you have in custody robbed Fifth National Bank. You ask, "Where were you when the bank was robbed?" The suspect replies, "I don't know when the bank was robbed." Maybe the suspect is lying. But there is a problem with your question—it isn't clear. You should have asked where the suspect was on the exact day at the exact time the robbery took place. The questions you ask in science need to be clear, too. Try to avoid words like better or worse in your questions. Use specific phrases like "how much taller" or "how much less time." Words like those are clear and easy to measure.



Sent 19 poor kids to college.

Oral Lee Brown

HELPING OTHERS

Pass It On.

VALUES.COM THE FOUNDATION FOR A BETTER LIFE



DISCOVER MORE!

Q www.studiesweekly.com/online

Primary Source & Bonus Media

Money Doesn't Grow on Trees!

How many times have you heard your parents say something like that to you? Well, if money doesn't grow on trees, where does it come from? Have you ever played Monopoly? How about the Game of Life or Payday? Did you know that each of these games involves the economy? If you have played any of these games, you know they involve saving or spending your money. Simply put, that is what the economy is. Economic concepts include producing, distributing and consuming wealth. This can happen in a household, in businesses or within the government.

But, did you ever wonder what we did before money? Well, long ago people had to barter for the things they wanted. Bartering is just another word for trading. A hunter could trade an animal for pots and pans. Or a farmer might trade wheat for glass beads. As you can imagine, this way of getting what you want and need was not always easy. Throughout time, many things have been used as money. Animal skins, rocks and even feathers have all been used as money. Hundreds of years ago, people found that metal made good money because it could be shaped into small pieces that were easy to carry around. Then paper money was printed and used as a promise. The paper bills could be taken to a bank and traded for silver or gold. As you can see, money has a long history, but it has never grown on trees!

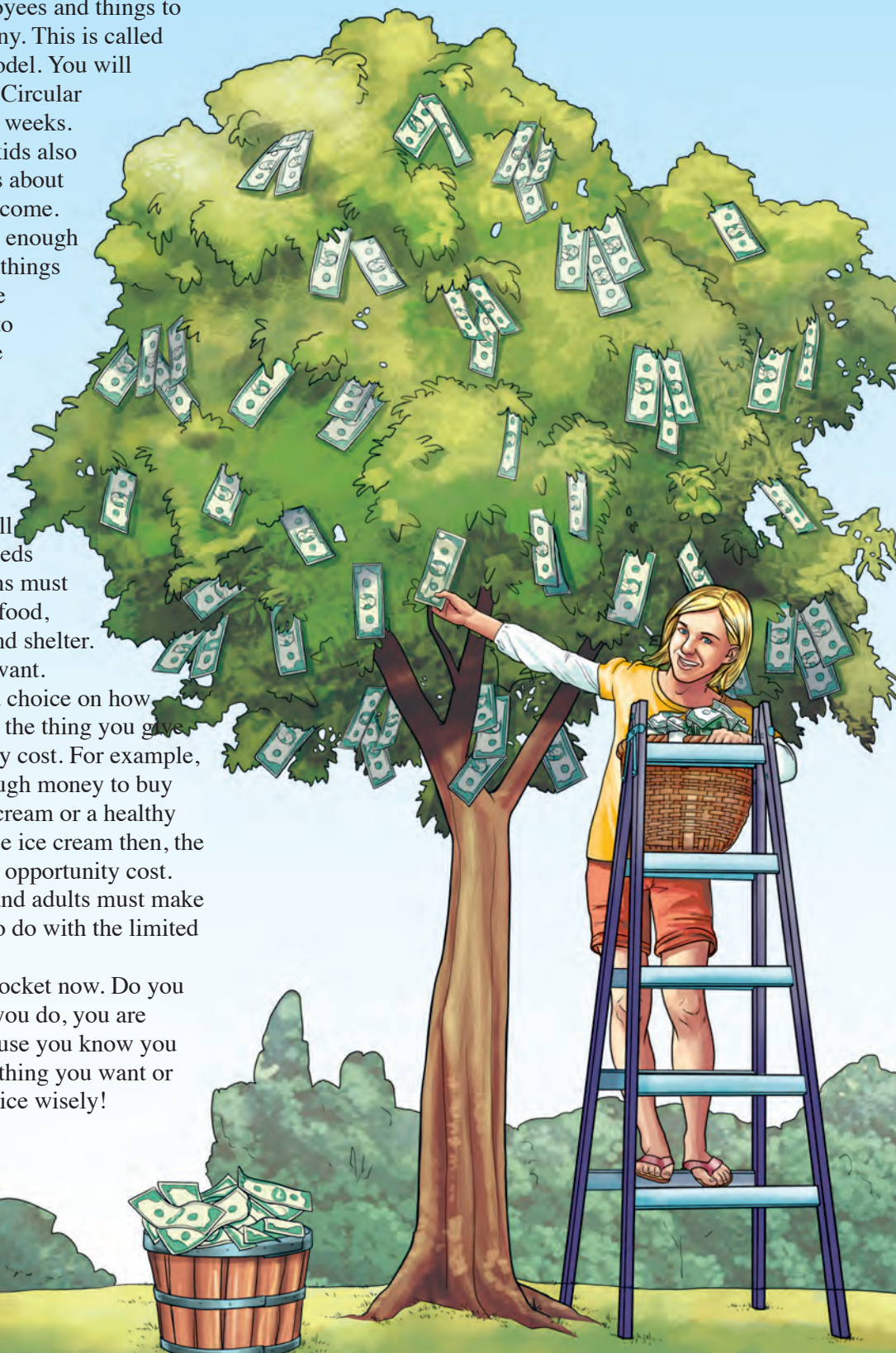
In the United States we have what is called a market economy. A market economy is one where goods and services are produced and distributed. In a market economy people voluntarily exchange goods and services, and no one person is in charge of our economic decisions. We make our own decisions on what to do with the money we earn. Our type of economy is often called a capitalistic economy. But, no matter what you call it, the central idea is that households earn an income and exchange their income for things provided by businesses. These

things include goods like furniture, food or gas. We also consume services from businesses like car washes, haircuts and dentist appointments. Businesses provide these goods and services for a fee. Then the business owners spend the money they earn to pay for employees and things to improve their company. This is called the Circular Flow Model. You will learn more about the Circular Flow Model in a few weeks.

Like businesses, kids also have to make choices about how to spend their income. Since you don't have enough money to buy all the things you need or do all the fun things you want to do, you have to make choices. Sometimes the best thing to do is ask yourself if the good or service is a need or just a want. It might be hard to tell the difference, but needs are things that humans must have to survive, like food, water, air, clothing and shelter. Everything else is a want.

When you make a choice on how to spend your money the thing you give up is your opportunity cost. For example, if you only have enough money to buy one thing, either ice cream or a healthy lunch, and you choose ice cream then, the healthy lunch is your opportunity cost. As consumers, kids and adults must make choices about what to do with the limited money they have.

Reach into your pocket now. Do you have any money? If you do, you are probably happy because you know you can spend it on something you want or need. Make your choice wisely!





Michigan Economics

How is our state government involved in the economy? When workers get paid for the jobs they do, the government collects part of the workers' income as tax. The people who work for the government then decide how to best spend the tax money for the common good of all the citizens. For example, when a worker pays money in tax, the government can choose to use that money to repair bridges and roads or buy new police cars and fire engines. These things help the citizens in the community live safer and happier lives.

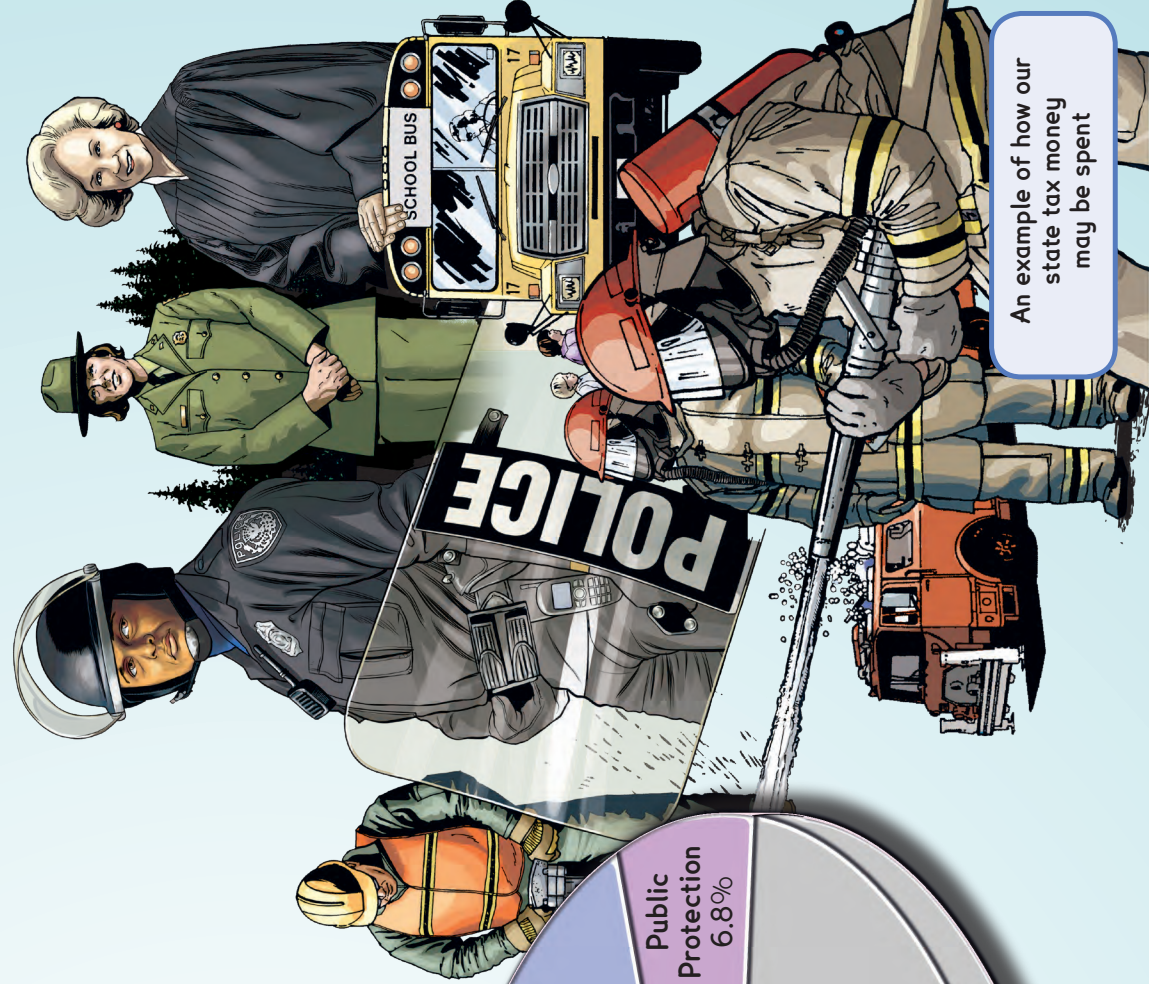
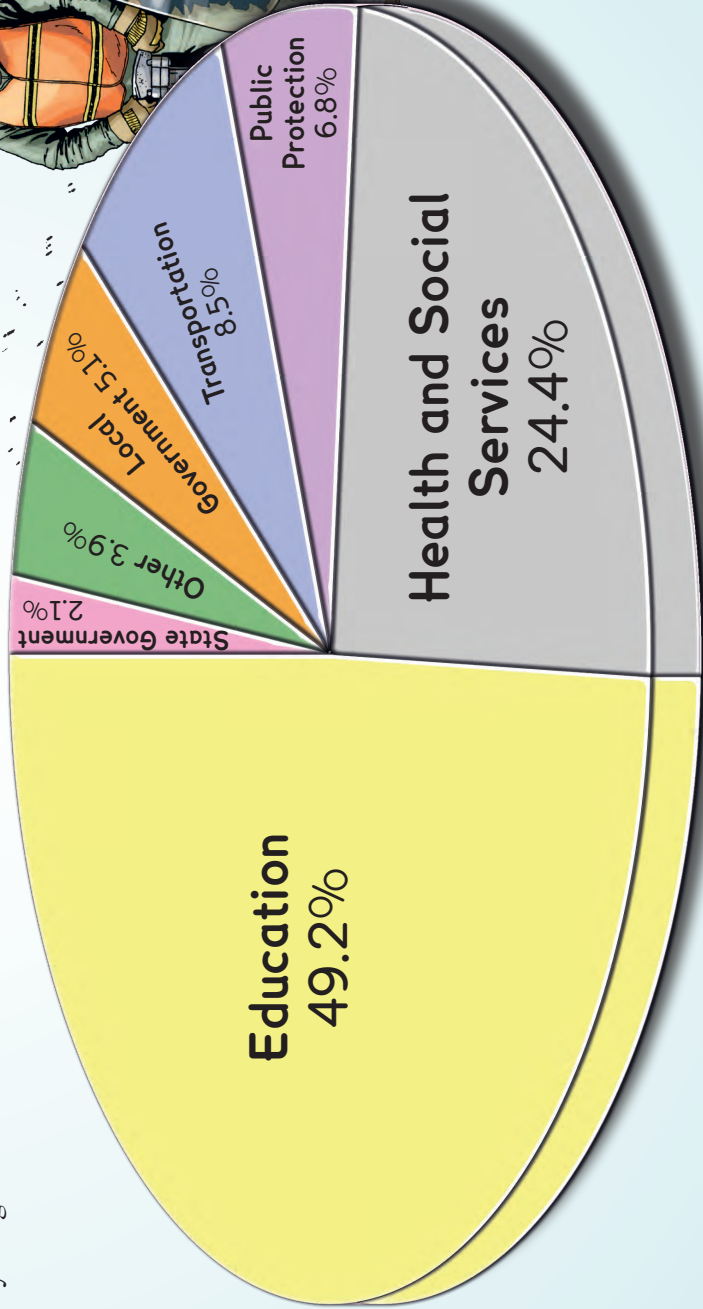
The pie chart shows how the state of Michigan uses tax money for certain projects. The tax money collected by our Michigan government makes up more than half of the state's spending money. The 2008 Michigan budget included an income of \$26,000,000,000 (that's \$26 billion) from taxes. The citizens of Michigan paid this money mostly in the form of income tax and sales tax. That averages about \$3,700 per adult in state and local taxes. Does that sound like a lot of money to you? Well, there is a lot to spend it on. Schools, police officers, state parks and even public libraries are just some of the things that are paid for with money collected by the state.

Every year, the governor and state congress meet to discuss, debate and compromise on how to spend the money they have collected. Are you curious about what they decided? If you worked in the government, would you make the same decisions on how to spend our tax dollars? Take a look at the list of categories and the pie chart to the right. The list will show you some of the things our taxes paid for in a recent year and the approximate amount that was spent. The pie chart will show you the percentage of the budget that was spent in each category. Public

education for grades K-12 receives the most money from the state budget.

- \$12.8 billion to support school programs
- \$194 million for state troopers to provide law enforcement services
- \$171 million for environmental clean-up and pollution prevention programs
- \$63 million to support state parks and other recreational activities
- \$24.4 million to support public libraries

Do you want to know more about Michigan taxing and spending? The whole 100-page budget is available to the public and can be found online. (<http://www.michigan.gov/budget>) After all, the citizens of Michigan have the right to know how their tax money is spent. Don't you agree?



Words to Know

economy: everything involved in producing, distributing and consuming goods and services
income: money you earn, usually for working
goods: products made by a person or business for a consumer
service: something a person or business does for a consumer
income tax: a tax on the money a person or business makes
sales tax: a tax on the things you buy
opportunity cost: something you give up when you make a choice
want: something you don't really need but would like to have
need: something you must have to survive
budget: a plan for how to spend money
Market Economy: an economy where goods and services are produced and distributed
barter: to trade

- Use the list and the pie chart to answer these questions on a separate piece of paper.
1. Which category gets the most government funding in Michigan?
 2. What is the total percentage of money spent for local and state government combined?
 3. How much more money is spent on Health and Social Services than on Transportation?
 4. What is the total amount spent on categories other than education?
 5. List at least three things you think the money for education pays for.

Economics

Our American Dollar

You have seen a dollar bill many times, but have you ever really looked at one? Do you know who's on the front of the \$1 bill? Right, the first president, George Washington. But what about the back? The back of the dollar shows both sides of the U.S. Seal. The pyramid with the eye (the Eye of Providence), the words "Annuit Coeptis" ("Providence smiles on our undertakings.") and the eagle holding arrows for war and an olive branch for peace.

Now, think about how many times a dollar bill changes hands. So many times, that the bill will only last about 18 months before it wears out. The banks will collect and send the worn out bill to the government to be shredded and replaced with a brand new one. Made of silk, cotton and linen, dollar bills are stronger than regular paper. Strong, yet so light it takes about 490 dollar bills to equal one pound. Now that is a lot of money!

Another interesting thing about the dollar is that the U.S. government has laws about the way it can be shown in books. The dollar has to be drawn in black and white and either larger or smaller than the real dollar. Why do you think that is a law? Maybe so someone can't try to use an illustration as real money. Real money can only be earned, not copied!

Goods and Services Collage

Materials for this project: two sheets white paper, magazines, scissors, glue.

For this project you will be working with your partner to make two different collages. On the top of one sheet of paper write: "Goods we purchase with our income." On the other sheet of paper write: "Services we pay for with our income." Next, look through magazines and cut out pictures that belong on each sheet. Examples of goods include food, furniture and clothing. Pictures of services might be photos of a teacher, doctor or artist. Glue the pictures on the appropriate piece of paper. Overlap the pictures a little bit. Your teacher may display the collages on a bulletin board in the classroom or the hall.



Henry Ford

Michigan Timeline

1903 - Henry Ford established an auto factory in Michigan and sold its first car—the Model A. This changed our state forever.

1904 - Buick Motor Company was founded in Flint.

1908 - Model T Ford was introduced and made on assembly lines. Ford sold 25,000 cars in one year at \$850 each, more than one year's pay for most people. The Model T was nicknamed the "Tin Lizzie" and known to be tough but easy to repair.

1914 - Henry Ford announced the \$5 minimum wage per day and reduced the workday from nine to eight hours. Workers were happier with a shorter day and higher pay. This pay brought many people to Michigan looking to work in the factories. Thousands rushed to Detroit from the southern United States and even from Europe for these high paying jobs. The eight-hour workday allowed the factory to have three shifts and make even more cars on the assembly lines.



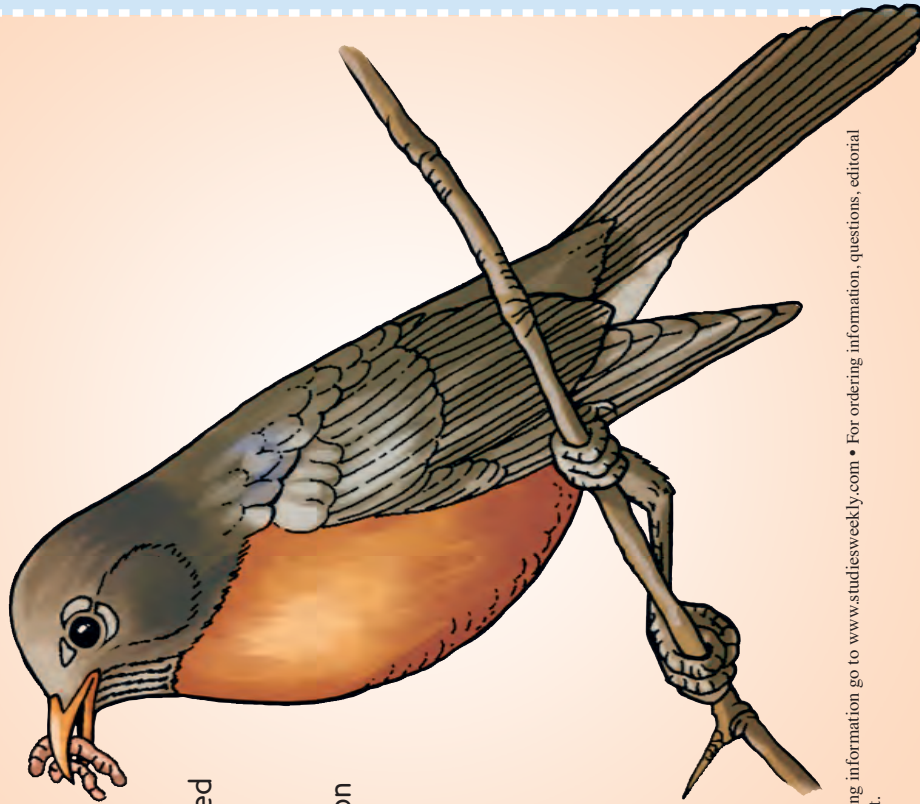
Did You Know?

Kellogg Cereal Company

Did you have cereal for breakfast today? In Battle Creek, Michigan, in about 1877, Dr. John Kellogg was trying to make a substitute for bread and turned wheat into flakes. Accidentally, he made a cereal for his patients. Dr. Kellogg wanted to focus on helping people get well, not on the cereal business, so his younger brother, Will, started the Kellogg Cereal Company. Kellogg's produces cereals like Rice Krispies® and Raisin Bran®. While this company started with making cereal, they now make lots of snack foods, like Cheez-It® crackers and Famous Amos® cookies. The Kellogg Company is the world's leading producer of cereal and convenience foods. Next time you enjoy a bowl of cereal, remember to thank John Kellogg!



Michigan Symbols



think that Kirtland's Warbler should be the state bird because it nests only in Michigan and is the rarest warbler. It was almost extinct until efforts toward conservation preserved their Jack Pine Barrens Michigan habitat. So far, Robin Redbreast is holding on to the title though.

Robins return from winter migration to Michigan in the late winter, early spring. Oftentimes, robins are seen on neighborhood lawns pulling up worms. Robins have more than one sound that they make, both a tic-tic sound that is thought to warn other birds, and their most familiar song heard frequently at dusk, which sounds like "cheeeeer-up, cheeeeer-up." In Michigan it is said that when you see the first robin after a long winter, spring has finally sprung!

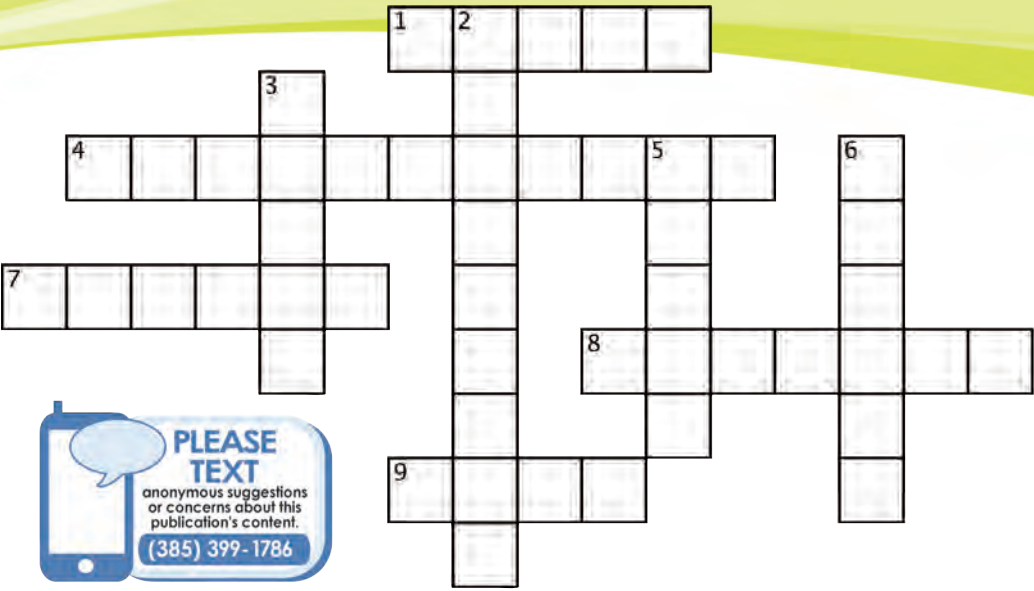
Robin Redbreast

The official bird of the state of Michigan is the robin. Its full name is Robin Redbreast. The robin is black, red and brown. It is named after an English bird, which has a much redder breast. Robins lay three to four greenish blue eggs in nests that they make from mud, grass and twigs. Robins eat insects, worms and fruit.

The bird was made the official state bird on May 21, 1931, after an election by the Michigan Audubon Society. The legislation said, "the robin redbreast is the best known and best loved of all the birds in the state of Michigan." The robin received 200,000 votes. The robin is also the state bird of Connecticut and Wisconsin.

The title of state bird was challenged in 2003 by a group of third, fourth and fifth graders who

Name _____



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.

- 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



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.

Let's Write

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

Michigan Studies Weekly

Teacher Supplement

Name: _____

Date: _____

Michigan Studies Weekly (4th Grade)

3rd Quarter, Week 19

Read each question and the answer choices carefully. Circle the letter next to the choice that best answers the question.

- | | |
|--|--|
| 1. Which of the following is an example of bartering? | 4. From what materials do robins usually make nests? |
| A using your allowance to buy an ice cream cone | A mud, leaves and stones |
| B a hunter trading an animal for pots and pans | B mud, grass and twigs |
| C using a credit card to buy new shoes | C leaves, grass and moss |
| D putting a quarter in a parking meter | D moss, twigs and mud |
| 2. A plan for spending money is a _____. | 5. Which car was nicknamed the “Tin Lizzie”? |
| A service | A Ford’s Model A |
| B tax | B Ford Fairlane |
| C income | C Ford’s Model T |
| D budget | D Ford Falcon |
| 3. The Kellogg Cereal Company began in what Michigan City? | |
| A Detroit | |
| B Kalamazoo | |
| C Traverse City | |
| D Battle Creek | |

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.

6. Have you ever gotten paid for a service you provided for your parents or neighbors? Why did you want to earn the money? What did you spend it on?
7. Have you ever debated and compromised on how to spend money? What were the choices and the outcome of the discussion?
8. Tell the difference between something you need and something you want. Give an example of each.
9. What does the saying “Money doesn’t grow on trees” mean? Where do consumers get money?
10. If you were in charge of spending our state’s tax money, how would you spend it? Give at least three specific examples.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/4/20

SHAPE OR FORM ROBOTS



SHAPE OPTION: Use Geometric 2-D and/or 3-D shapes to create a drawing of a robot. Think about what the purpose of your robot is, and how you can show that in your drawing. Hint there is a guided drawing link below if you would like to work alongside an artist!

FORM OPTION: Collect 3-D objects and build a Robot Sculpture using them! Remember that 3-D is "in the round" meaning that 3-D can be viewed from many different angles all the way around a Sculpture. Cereal boxes, soup cans, Pasta boxes, blocks, plastic cups are great places to start!

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.

INSPIRATION:



Robots are a popular theme seen in Contemporary Artist Eric Joyner's artwork. In fact we're surrounded by robots! Robots help check out our groceries at the Grocery store, Robots dispense money at an ATM. Some people even have robots at home that clean their floors! Siri and Alexa are robots! Do you have a robot in your house? If you could pick any robot to do any job for you what would it be?

Do a guided drawing : <https://www.youtube.com/watch?v=UHX69T9bqCc>

Read story: *Robots, Robots, Everywhere!*

<https://www.youtube.com/watch?v=0wemSqCNfql>

Check out these other robot activities and inspirations:

<https://cassiestephens.blogspot.com/2020/03/robot-week-home-based-art-making.html>

SHAPE AND FORM RESOURCES:

YouTube Videos:

[Peep and the Big Wide World: Quack and the Amazing Sandy Magic](#)

[Peep and the Big Wide World: Quack's Square Deal](#)

[The Shape Song Swingalong](#)

[Shapes song for kids | The Singing Walrus](#)

[3D Shapes Song | Shapes for kids | The Singing Walrus](#)

[Volume Geometric Shapes with volume For Kids - Primary Vocabulary](#)

Books:

[Color, Line, & Storytime! Art themed books for kids.](#)

<https://www.storyjumper.com/book/read/19764748/The-Shape-Monster#page/16>

[Round is a Tortilla: A Book of Shapes](#)

Games:

[Magical Shape Hunt . Games . peg + cat](#)

[Shapes! A Geometry Activity for Children](#)

[Free Art Games for Kids- Complete Geometric Shapes Game](#)

[Free Art Game for Kids-- Shape Hunt](#)

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

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

LIFE SKILLS Activities

Topic: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways.

Kindergarten

Discuss what a bug and a wish is (the students should know!). Use the format “It bugs me when _____, I wish you would _____” to practice using a bug and a wish in situations that could frustrate a child such as cutting in line, not sharing, being too loud, etc.

1st Grade & 2nd Grade

Read/watch the [Berenstain Bears Trouble with Friends](#). Discuss what made the conflict between Sister and Lizzy and what made the conflict worse/better.

3rd Grade

Watch [The Day No One Played Together](#) and discuss how compromise was used.

4th Grade

Have the student choose a conflict scenario (they forgot their homework, them and a friend are in a fight, their mom or dad is upset with them for not doing their chores, etc.). Once a conflict is in mind, have them write a description of the conflict, why it's important to solve it, and two ways the conflict could be solved.

5th Grade

Discuss what cyberbullying is. Have they been affected by it? Do they know people who have? Why does it happen? How can we prevent it? How can we stand up to it?

All Grades:

Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they'll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary
Charades

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 4th

Move It Monday

Today we're gonna play Rock Paper Scissors with a twist! You can play this game with as many family members as you can find. Stand facing someone and play rock, paper, scissors. If you do not win the game, you have to do your favorite exercise five times, such as push ups, sit ups, squats, jumping jacks, running in place for 5 seconds, etc. If you have more than two people playing you can switch who you play every game. Keep track of how many exercises you end up doing!

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 Workout Beginners](#)

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

Today you are going to be creative and build yourself an obstacle course. Find some outdoor space outside your home (or inside if the weather is bad), and use some items you may have at your house. Some items you may be able to use are hula hoops, jump ropes, sidewalk chalk to draw spaces to hop or jump in, pool noodles to curve and crawl under, buckets or boxes to run around or jump over, a basketball to dribble or shoot if you have a hoop or a soccer ball to dribble around a space you define. If you're inside you can use boxes, chairs with blankets, toys that you can set up to move around, you can add jumping jacks and push ups, climb up and down stairs, and you can draw arrows on paper so you know what direction to go. Have fun!

SPANISH ACTIVITIES
The Week of May 5th - May 8th

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: garciaamp@wwcsd.net
Tues & Wed 1:00 - 3:00

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



Tema (Theme)

The Fifth of May

Cinco de Mayo Vocabulary

- Mexico - a North American country south of the United States, with Spanish as its national language.
- Battle of Puebla (May 5, 1862), battle fought at Puebla, Mexico, between the army of the liberal government headed by Benito Juárez and the French forces sent by Napoleon III to establish a French satellite state in Mexico.
- Cinco de Mayo - is an annual celebration held on May 5. The date is observed to commemorate the Mexican Army's victory over the French Empire at the Battle of Puebla, on May 5, 1862, under the leadership of General Ignacio Zaragoza.
- Benito Juarez - was a Mexican statesman and resistance leader against the French. After defeating the Austrian would-be emperor Maximilian, Juárez instituted numerous liberal reforms as president.
- General Ignacio Zaragoza - was a Mexican general and politician. He led the Mexican army that defeated invading French forces at the Battle of Puebla on May 5, 1862
- Maximilian - was a French Emperor that ruled Mexico from 1864 until 1867, when Maximilian was killed and the Mexican republic was restored.
- fiesta - a celebration or party
- maraca - a Mexican rattle or noisemaker that makes sounds when shaken
- mariachi - a Mexican band of musicians who play music and dress in the traditional way
- piñata - a decoration made of paper mache, decorated with streamers and ribbon, and filled with candy - it is hit with a stick by children and candy is spilled for all to gather
- pueblo - a traditional Mexican home built with adobe
- sombrero - a traditional Mexican hat.

¡Hola! Amigos Y Amigas, I kinda went overboard on activities and videos for this week's Spanish learning activities. Cinco de Mayo has always been one of my favorite Spanish holidays to celebrate with my students!! Please feel free to pick up to 3 activities a day along with a video. Remember that you are not receiving a grade for the completion of these activities Rather, they are meant to serve as additional practice of Spanish vocabulary and culture..As always Have Fun! "Olé

[Fun Cinco de Mayo Songs, because it's fun to sing & listen to music while you work :\)\)](#)

<https://www.youtube.com/watch?v=EqRtpbWzxYI>

<https://www.youtube.com/watch?v=19w04KBhILc>

<https://www.youtube.com/watch?v=mikgYdPoxos>

https://www.youtube.com/watch?v=mikgYdPoxos&list=RDmikgYdPoxos&start_radio=1#t=5https://www.youtube.com/watch?v=4bFJnpaE5O4

Virtual Viewing Party: Cinco de Mayo

<https://app.discoveryeducation.com/learn/player/ffd255ae-9bbb-4bb3-961d-1abb4142f38a>

<https://app.discoveryeducation.com/learn/player/d96bb41c-fd46-40b1-b567-ee3b858a60a4>

<https://app.discoveryeducation.com/learn/player/4d22e639-406d-4b4f-9af5-89cf8e70f76b>

<https://app.discoveryeducation.com/learn/player/d121d7c2-71ee-4ae9-ac40-e37eeacf5719>

<https://app.discoveryeducation.com/learn/player/445cf5e1-c83b-4316-ae1-1921b99c450c>

<https://app.discoveryeducation.com/learn/player/c44c684b-1da4-49a9-9731-3a5b276e2e2e>

<https://app.discoveryeducation.com/learn/player/2c89c07a-b264-48bb-bf29-d708360839fd>

Monday, May 4th - lunes, el 4 de mayo

Options/Opciones

1. Create cards with vocabulary words and definitions written on them and decorated in the traditional Spanish colors of red- rojo (**row-hole**), green (**bear-day**), and white (**blahn-kohl**). Use the flashcards to play a matching game with them, like Concentration, or other games such as Go Fish or Old Maid.
2. Incorporate math games by focusing on the number five - cinco! Count by fives, use clock skills focusing on fives. cinco (**seen-kohl**), (5), diez(**dee-ehs**) (10), quince (**keen-seh**) 15, veinte (**bayn-teh**) 20, treinta (**train-tah**) 30, cuarenta (**kwah-rent-ah**) 40, cincuenta (**seen-kwehn-tah**) 50, & sesenta (say-sent-ah) 60.

Note: 2nd- 5th grade can review and practice telling time as we did in Spanish (click on the link for review handout)

https://docs.google.com/document/d/1Y2J1woKAWiFy99PfOYudveEcc_bXug5Rv1m8263mxOw/edit

3. Incorporate geography by finding Mexico on a map or globe. Identify surrounding countries, oceans, mountain ranges, and other geographical features. Find where the Battle of Puebla happened, and discuss what independence means. Click on the following link then select Mexico from the list of countries on the left panel.
<https://www.kids-world-travel-guide.com/geography-for-kids.html>

4. Select and view 2 videos from above.

Tuesday, May 5th - martes, el 5 de mayo

Options/Opciones

1. Warning! Very Fun if you like Puzzles! Online Cinco de Mayo Jigsaw Puzzle. **Puzzle 1**
<https://www.dltk-kids.com/puzzles/jigsaw/index.asp?id=20160916> **Puzzle 2**
<http://www.jigzone.com/puzzles/84055D4B1EEE>
2. Make a Cinco de Mayo word search using the vocabulary and have someone at home to locate the words.
<https://www.wikihow.com/Make-a-Word-Search3>.
3. Make a Cinco de Mayo Word Scramble & give it to someone to unscramble.
4. Select and view 2 videos from above.

Wednesday, May 6th - miercoles, el 6 de mayo

Options/Opciones

1. Play Hangman by using the vocabulary in this lesson.
2. Draw a hopscotch and replace numbers with spanish vocabulary words and say the words as you jump on them. <https://aphrogranger.com/2016/05/10/vocabulary-hopscotch/3>.
3. Play, Sight Word Hide & Seek using the vocabulary words in this lesson.
4. Select and view 1 video from above.

Thursday, May 7th - jueves, el 7 de mayo

Options/Opciones

1. Tissue Paper Flower <https://seasonal.theteacherscorner.net/cinco-de-mayo/tissue-flower.php2>.
2. Paper Bag or Fabric Poncho <https://kinderart.com/art-lessons/multic/make-a-poncho/3>.
3. Simple Paper Bag Pinata https://www.dltk-kids.com/world/mexico/simple_paper_bag_pinata.htm
4. Select and view 1 video from above.

Friday, May 8th - viernes, el 8 de mayo

Options/Opciones

1. Mexican Place Mats** (*kids can use regular paper and color them before cutting them into strips*)
<https://www.dltk-kids.com/world/mexico/mplacemats.htm>2.
2. Tissue Paper Flowers and Juice Jar Vase https://www.dltk-holidays.com/spring/mtissue_flower_vase.htm3.
3. Mexican Maracas https://www.dltk-kids.com/world/mexico/mexican_maracas.htm
4. Select and view 1 video from above.

Recetas - Recipes - Try a recipe from the list included in this link or come up with your own and take a photo and post it!!

<https://www.dltk-kids.com/world/mexico/recipes.htm>

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_MD_R&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