

4th Grade

May 11 - May 15



Name _____

As you read the passage, notice how the author uses the features of expository text.

Eastern Influence

The first Asian immigrants to the United States were from China. They first arrived in the 1700s looking for a better life, but most came looking for gold in California in the mid-1800s. The Chinese brought their culture and their job skills. They faced many difficulties, but their influence in those early years is still felt today.

The Gold Rush

When gold was found in the United States in 1848, the gold rush began. Thousands of people, including many Chinese immigrants, rushed to California. The Chinese brought their language and belief systems, and they shared their customs and food with Americans.

In the search for gold, it was every man for himself. Many Chinese did find success mining for gold, but they were often robbed. They also had to pay a tax that immigrants from other countries didn't have to pay. As more people came looking for gold, it became more difficult to find. The Chinese had to find other ways to make a living. Some opened shops, while others did laundry and cleaning.

Farmers and Fishers

Many of the Chinese immigrants who came to America were farmers in China. They used their farming skills in the 1850s in California. They grew food close to home, and they sold it door-to-door. Citrus fruits, peanuts, and rice were among the crops they grew.

Name _____

California also became a good place for fishing. Many Chinese were fishing experts, and they fished for cod, flounder, and shark. They sold their food in local markets or shipped it to other areas.

The Transcontinental Railroad

The Chinese showed that hard work pays off. They played a major role in building the first transcontinental railroad in America. It was the first railroad to connect the east and the west, and it was built from 1863 to 1869.

By 1868, there were thousands of workers on the railroad, and most of them were Chinese. They laid track across rivers and valleys and built tunnels through mountain ranges. Harsh weather and long days were part of the job. Despite their hard work, they were discriminated against, or not treated fairly. They were paid less than workers from other countries who did the same jobs.

Chinese people were discriminated against while working in the mines and on the railroad, and many people did not feel that the Chinese should live in America. The government agreed and in 1882 passed a law that did not allow more Chinese immigrants into America. The law changed slightly in 1943 but did not change completely until 1965.

Chinese immigrants faced many difficulties in America, but they had a big influence on life in America. They helped shape the country into what it is today.



Chinese immigrants played an important role in the building of the first transcontinental railroad.

Name _____

A. Use text evidence to answer the questions.

1. How does the chronological order help the reader understand the events?

2. Why did the author include a map of the transcontinental railroad?

3. How does “it was every man for himself” apply to the Chinese immigrant experience?

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

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

Shawn the Speedy Snail

by Michael Stahl



Shawn was a snail unlike any other snail in the ditch. All of the snails that Shawn knew were slow. They were slow to get food, slow to get water, slow to get anywhere. The snails of Shawn's ditch were so slow because they each had huge shells on their backs that they had to carry around. The shells were heavy, but they had to be because the shells were the snails' homes! Certainly, Shawn had a shell on his back too, just like all the others. He even named it "Shawn's Place." He was funny like that, and the snails enjoyed his sense of humor. What made Shawn so fast was that he was stronger than everyone else. Having his home on his back didn't bother him like it did the others in Shawn's ditch. The others would complain and sigh, so depressed that they had such a weight to carry on their shoulders and backs. Because Shawn was the strongest, and could carry his home with ease, he was also the fastest, making Shawn the speediest snail around.

From the time Shawn was a baby snail, he could beat any of the snails he knew in the ditch in a race. He grew up challenging each snail to a race, and he was undefeated. Shawn started using his speed for his benefit and his benefit only, though, which was something he would later regret. Anytime there was a leaf that fell to the ground, Shawn would race to it and eat until he got full before anyone else would get the chance. Shawn was always quicker to the roots, too, and he'd eat them right up. If it rained, and puddles of water formed at the bottom of the ditch, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools. It was almost as if Shawn was showing off how strong and fast he was all the time. The other snails liked Shawn, but the way he used his speed was making them angry.

After some time, when the other snails became particularly hungry because Shawn was beating them to all the food, the snails in the ditch decided that enough was enough.

"Shawn! Stop eating so much before we can have our helping," cried Blaine.

"Yeah, Shawn! We know you're big and strong and fast," agreed Susan. "You don't have to keep reminding us about how slow we are," she added.

Shawn was a little upset about their remarks. "Well, maybe if you would exercise a little bit more, you could beat me to the food and the water!" he said.

"How can we become stronger if you keep beating us to our food?" replied Harvey.

"We all think it's about time you found another ditch, one that you can have all to yourself," said Blaine.

That hurt Shawn. He felt a knot in his heart. Slowly, as slowly as he'd ever crawled before, he left the ditch for another place to find food and water.

He knew that there was another ditch across the road that was completely empty of other snails. Shawn was the only one who knew that because he was the only one capable of getting across the road safely, with his speed and all.

A couple of weeks went by. Shawn missed his friends across the road, and he realized that his ditch had even more food than the other, much more than he'd ever need. He decided he'd pay them a visit. He waited by the side of the road for the closest car to pass. Once it did, he speedily crossed back over to his old ditch. What he found made him more upset than anything ever before.

"Shawn!" cried Blaine. "We need your help. There isn't enough food in this ditch anymore. We're too weak and too slow to find enough for all of us to eat."

Shawn's friends were starving. Even though they had asked him to leave the ditch, it was only because of his selfish actions. Shawn knew what the right thing to do would be.

One-by-one, Shawn lifted each of his snail friends up on top of Shawn's Place and as fast as he could, which, for Shawn, was pretty fast, brought them over to the ditch on the other side of the road. They were all safe and sound, especially after Shawn raced around the ditch getting food and bringing it straight to his weaker friends. Shawn would never use his speed to show off again.

Name: _____ Date: _____

1. Why is Shawn able to beat the other snails to the food and water?

- A. Shawn is smarter and meaner than the other snails.
- B. Shawn is friendlier and more loving than the other snails.
- C. Shawn is stronger and faster than the other snails.
- D. Shawn is smaller and slower than the other snails.

2. After Shawn returns to the first ditch, he discovers a problem. There is not enough food for the snails in the ditch. How does Shawn solve this problem?

- A. Shawn carries the snails to another ditch where there is more food.
- B. Shawn races to a fallen leaf before any of the other snails can get to it.
- C. Shawn complains and sighs that he has to carry a big weight on his back.
- D. Shawn drinks all the water he needs out of a puddle in the ditch.

3. Shawn uses his speed for his own benefit.

What evidence from the story supports this statement?

- A. When Shawn crosses the road, he realizes that his new ditch has even more food than the one he left.
- B. When Shawn returns to his old ditch for a visit, his friends tell him that there is not enough food anymore.
- C. Whenever a leaf falls to the ground, Shawn races to eat it before anyone else has a chance to.
- D. If the other snails exercised a little bit more, they might be able to get to the food and water faster.

4. Why do the other snails tell Shawn to find another ditch?

- A. They are starving and need Shawn to help them find more to eat.
- B. They are worried that Shawn will get hit by a passing car if he crosses the road.
- C. They do not like Shawn showing off by beating them to all the food and water.
- D. The snails enjoy Shawn's sense of humor and like that he has named his shell "Shawn's Place."

5. What is a theme of this story?

- A. Being slower and weaker than those around you will make them want to get rid of you.
- B. When facing a problem, sometimes the best solution is to wait until the problem goes away by itself.
- C. Having a sense of humor is more important than treating others with kindness and respect.
- D. Using your abilities to help others is better than using them to help just yourself.

6. Read the following sentence: "If it rained, and puddles of water formed at the bottom of the **ditch**, Shawn drank and drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools."

What does the word **ditch** mean in the sentence above?

- A. a shell carried on an animal's back
- B. a hole in the ground
- C. a race to get food
- D. a new place to live

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

In the beginning of the story Shawn uses his speed to help himself get food; _____ he uses his speed to help get food for others.

- A. in the end
- B. in particular
- C. especially
- D. first

8. What does Shawn do after spending a couple of weeks in his new ditch?

9. Why does Shawn go back to his old ditch for a visit?

10. Why does Shawn decide never to use his speed to show off again? Explain your answer using evidence from the passage.

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 _____

- The adjective *good* becomes *better* or *best* when it is used to compare. *This soup is good, but that soup is better.*
- Use *better* to compare two people, places, or things. *An A is a better grade than a B.*
- Use *best* to compare more than two. *Of all my friends, I am the best at gymnastics.*

Write *better* or *best* to correctly complete each sentence.

1. This is a _____ meal than the one we had last night.
2. This painting has the _____ frame in the art gallery.
3. Michael is the _____ singer of everyone in the chorus.
4. Tigers are _____ swimmers than lions.
5. That is the _____ movie I've seen in a long time.

Writing Connection

Write a paragraph comparing your favorite things to do on the weekend. Include and underline at least three instances of *better* or *best*. Then edit your work for correct grammar and spelling.

Name _____

- The adjective *bad* becomes *worse* or *worst* when it is used to compare. *This TV show is bad, but that TV show is worse.*
- Use *worse* to compare two people, places, or things. *Missing an exam is worse than forgetting your homework.*
- Use *worst* to compare more than two. *I think purple is the worst of all the colors.*

Write *worse* or *worst* to correctly complete each sentence.

1. The rainy weather created _____ conditions than before.
2. Monday is always the _____ day of the week for me.
3. I am a _____ cook than my mother.
4. The plant has a _____ fungus than I thought.
5. Finally, the _____ part of the test was over.
6. These are the _____ seats in the theater.
7. This is _____ traffic than it was this morning.
8. Our house has the _____ damage from the storm.
9. Yours is a _____ excuse than mine!
10. Her _____ fear was that she would be late.

Read this sentence from “The Founding of Jamestown.” Then write a sentence using the words *better* or *best* about another attitude the colonists could have instead.

Smith knew that an attitude of every man for himself would endanger the colony.

Name _____

Adjectives, participial phrases, appositives, adverbs, and prepositional phrases can be used to combine two sentences into one longer sentence.

- *My friend is creative. She enjoys cooking. She cooks new foods. / My creative friend enjoys cooking new foods.*
- *That poodle belongs to my neighbor. The poodle is chewing on a stick. / That poodle, the one chewing on a stick, belongs to my neighbor.*

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

1. This school has students who like to build things. They are creative.

2. The girl was the winner of the spelling bee. She spelled a difficult word.

3. My brother is a clumsy kid. He always bumps into things.

4. The geese flew upward toward the clouds. They flew quickly.



In your writer's notebook, write a simple description about a pet you know. Then look back through your sentences to see if any can be combined. Write the combined sentences below your first description.

Name _____

- The adjective *good* becomes *better* or *best* when it is used to compare.
- The adjective *bad* becomes *worse* or *worst* when it is used to compare.
- Adjectives, participial phrases, appositives, adverbs, and prepositional phrases can all be used to combine two sentences into one longer sentence.

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

1. This is a good song than the last one, but the first song is the better.

2. I am the worse gardener in my entire family.

3. The sun set below the horizon. The sun moved slowly

4. The student got a gold star in class. He got the better score on the test.

5. The bad day I ever had was when I was in the third grade.

6. Ramon is a worst soccer player than Andrew, but Kyle is bad of all.

Name _____

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

(1) This is the _____ dinner I have ever had! (2) Of the mashed potatoes and macaroni, I like the mashed potatoes _____. (3) But the Brussels sprouts are the _____ part of the meal!

(4) “You guys are the _____ cooks ever,” I say to Mom and Dad.

(5) It was the complete opposite of the meal I had last week, which was the _____ meal ever. (6) The only thing _____ than the green beans was the ham, which was dry and hard.

1. What word fits best in the blank in sentence 1?

- A best
- B better
- C bestest
- D bester

2. What word fits best in the blank in sentence 2?

- F worst
- G best
- H worstest
- J better

3. What word fits best in the blank in sentence 3?

- A bestest
- B worser
- C worse
- D best

4. What word fits best in the blank in sentence 4?

- F worse
- G worst
- H better
- J best

5. What word fits best in the blank in sentence 5?

- A better
- B best
- C worst
- D worse

6. What word fits best in the blank in sentence 6?

- F better
- G best
- H worse
- J worst

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. pebble
2. humble
3. double
4. gamble
5. trouble
6. uncle
7. needle
8. fiddle
9. cuddle
10. cradle
11. jungle
12. single
13. marble
14. ramble
15. tackle
16. ankle
17. freckle
18. buckle
19. hustle
20. tangle
21. barber
22. anchor
23. cheddar
24. staple
25. stifle

Name _____

The syllable *ple* has one vowel sound. Notice that the syllable ends in *-le*. When a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This is called a **consonant + le syllable**. (or **final stable syllable**).

DECODING WORDS

The word *apple* ends with the consonant + *le* syllable, *-ple*. Blend the sounds of the word *apple* and read the word aloud: *ap-ple*.

Read aloud and write the spelling words with consonant + *le* syllables that contain the following spelling patterns.

pebble	uncle	tackle	marble	freckle
needle	trouble	cuddle	single	double
buckle	humble	jungle	cradle	hustle
gamble	fiddle	ramble	ankle	tangle

-dle

1. _____

2. _____

3. _____

4. _____

-gle

5. _____

6. _____

7. _____

-tle

8. _____

-cle

9. _____

-kle

10. _____

11. _____

12. _____

13. _____

-ble

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____



Work with a partner to find multisyllabic words that contain consonant + *le* syllables. Read aloud and record the words you find in your writer's notebook.

Name _____

Look at the syllable *ple*. *Ple* is one syllable and has one vowel sound. Notice that the syllable ends in *-le*. When a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This is called a **consonant + le syllable**.

DECODING WORDS

The word *apple* ends with the consonant + *le* syllable, *-ple*. Blend the sounds of the word *apple* and read the word aloud: *ap-ple*.

Read aloud and write the spelling words with consonant + *le* syllables that contain the following spelling patterns.

pebble	uncle	tackle	couple	turtle
candle	bundle	cuddle	juggle	double
battle	able	waffle	cradle	hustle
table	fiddle	maple	ankle	bottle

-dle

1. _____

2. _____

3. _____

4. _____

5. _____

-kle

6. _____

7. _____

-tle

8. _____

9. _____

10. _____

11. _____

-cle

12. _____

-fle

13. _____

-ble

14. _____

15. _____

16. _____

17. _____

-gle

18. _____

-ple

19. _____

20. _____



Work with a partner to find multisyllabic words that contain consonant + *le* syllables. Read aloud and record the words you find in your writer's notebook.

Name _____

Read aloud and write the spelling words with consonant + *le* syllables that contain the following spelling patterns.

pebble	bicycle	wrinkle	marble	freckle
needle	trouble	struggle	single	scribble
buckle	humble	jungle	cradle	hustle
gamble	ruffle	scramble	ankle	stifle

-dle

1. _____

2. _____

-fle

3. _____

4. _____

-kle

5. _____

6. _____

7. _____

8. _____

-tle

9. _____

-cle

10. _____

-ble

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

-gle

18. _____

19. _____

20. _____



Work with a partner to find multisyllabic words that contain consonant + *le* syllables. Read aloud and record the words you find in your writer's notebook.

Name _____

pebble	trouble	cuddle	marble	freckle
humble	uncle	cradle	ramble	buckle
double	needle	jungle	tackle	hustle
gamble	fiddle	single	ankle	tangle

A. Write the spelling word that matches each definition below.

1. problem _____
2. move quickly _____
3. your father's brother

4. wander _____
5. handle or solve

6. snuggle _____
7. a little stone _____
8. only one _____
9. violin _____
10. modest or not proud

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

11. The monkeys swung on the vines through the _____.
12. The _____ helped to keep the backpack closed.
13. It was a _____ to go because it might not be fun.
14. The baby-sitter placed the baby in his _____.
15. My foot is connected to my _____.
16. The house had a beautiful _____ floor.
17. This _____ has a very sharp point!
18. I want to _____ the amount of money I have.
19. You have a _____ on your nose.
20. Your hair will _____ if you do not brush it often.

Name _____

Underline the three misspelled words in each paragraph below. Write the words correctly on the lines.

Many people think doctors are great, but I say that nurses should be praised. They tackle many problems every day. Most nurses do not rest until every singel task is done. This can be double the work of a normal person!

Nurses do many different tasks. They may use a needil to help someone feel better. They may also use their arms as a cradele for a baby. Most nurses are humbal about their work and say they are just doing their job. I say, "Thank you!" because they do it so well!

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

Writing Connection

Write about another important job. Use four words from the spelling list. Use a dictionary to be sure you have spelled the high-frequency words correctly.

Name _____

Remember

Look at the syllable *ple*. *Ple* is one syllable and has one vowel sound. Notice that the syllable ends in *-le*. When a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This is called a **consonant + le syllable**.

pebble	trouble	cuddle	marble	freckle
humble	uncle	cradle	ramble	buckle
double	needle	jungle	tackle	hustle
gamble	fiddle	single	ankle	tangle

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

- | | | |
|---------------|----------------|---------------|
| 1. hus _____ | 8. an _____ | 15. ram _____ |
| 2. un _____ | 9. fid _____ | 16. tac _____ |
| 3. mar _____ | 10. jun _____ | 17. cud _____ |
| 4. gam _____ | 11. dou _____ | 18. hum _____ |
| 5. sin _____ | 12. tan _____ | 19. cra _____ |
| 6. frec _____ | 13. nee _____ | 20. buc _____ |
| 7. peb _____ | 14. trou _____ | |

B. Use the lines below to write the spelling words in alphabetical order.
Alphabetize them to the third letter. Then read the words aloud.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

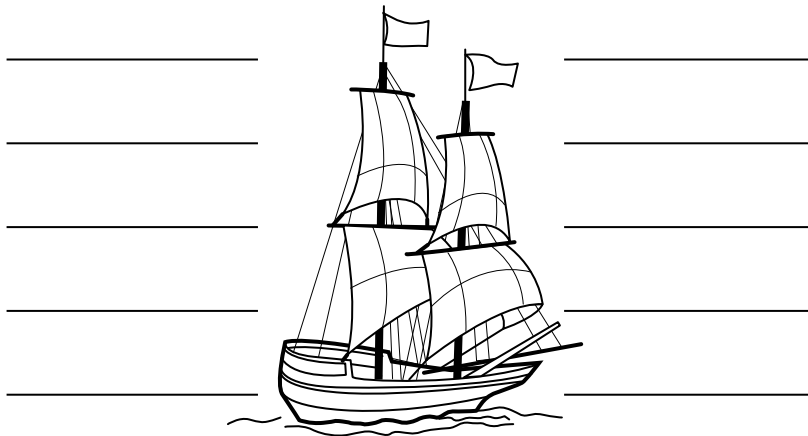
Name _____

When you read informational texts about sciences, government, sports, or other specific topics, pay attention to the **content words** used by the author. For example, an article about an event in American history might contain the words *colony*, *fort*, *expedition*, or *settlement*. To fully understand the text, use context clues, word analysis, dictionaries, or electronic resources to clarify the meanings of these content words.



With a partner, look in social studies texts for content words related to people, places, and events in early American history. Write the words below.

American History Words



CONNECT TO CONTENT

“The Founding of Jamestown” uses content words to describe the establishment of Jamestown in 1607, the relationship of the English and the tribe of Powhatan, and the roles of John Smith and Pocahontas in this early settlement. The selection also addresses the work archaeologists have done to unearth artifacts from this period.

Circle two words that you were able to define by using context clues. Write the words and their meanings on the lines.

Name _____

Read each group of sentences below. Underline the context clues that help you understand the meaning of the proverb or adage in bold. Then write the meaning of the proverb or adage in bold.

1. In the search for gold, it was **every man for himself**. The people looking for gold increased. Gold became harder to find.

2. At first, it was easy to find gold. But **all good things must come to an end**. People had to turn to other methods of making money in order to make a living.

3. I stayed up late every night for a week to study for the exam. But I showed that **hard work pays off**. I got the highest grade in the class.

4. At first I didn't believe my dad when he said that an alligator had gotten into the swimming pool. But **seeing is believing**. My eyes were wide as I watched from the window as animal control took the alligator away.

5. Tanya played the piano for many years. **Practice makes perfect**, and she had become an expert.

A

Number Correct: _____

Multiply by 4

1.	$1 \times 4 =$	
2.	$4 \times 1 =$	
3.	$2 \times 4 =$	
4.	$4 \times 2 =$	
5.	$3 \times 4 =$	
6.	$4 \times 3 =$	
7.	$4 \times 4 =$	
8.	$5 \times 4 =$	
9.	$4 \times 5 =$	
10.	$6 \times 4 =$	
11.	$4 \times 6 =$	
12.	$7 \times 4 =$	
13.	$4 \times 7 =$	
14.	$8 \times 4 =$	
15.	$4 \times 8 =$	
16.	$9 \times 4 =$	
17.	$4 \times 9 =$	
18.	$10 \times 4 =$	
19.	$4 \times 10 =$	
20.	$4 \times 3 =$	
21.	$1 \times 4 =$	
22.	$2 \times 4 =$	

23.	$10 \times 4 =$	
24.	$9 \times 4 =$	
25.	$4 \times 4 =$	
26.	$8 \times 4 =$	
27.	$4 \times 3 =$	
28.	$7 \times 4 =$	
29.	$6 \times 4 =$	
30.	$4 \times 10 =$	
31.	$4 \times 5 =$	
32.	$4 \times 6 =$	
33.	$4 \times 1 =$	
34.	$4 \times 9 =$	
35.	$4 \times 4 =$	
36.	$4 \times 3 =$	
37.	$4 \times 2 =$	
38.	$4 \times 7 =$	
39.	$4 \times 8 =$	
40.	$11 \times 4 =$	
41.	$4 \times 11 =$	
42.	$12 \times 4 =$	
43.	$4 \times 12 =$	
44.	$13 \times 4 =$	

A

Number Correct: _____

Find the Midpoint

1.	0	10	
2.	0	100	
3.	0	1000	
4.	10	20	
5.	100	200	
6.	1000	2000	
7.	30	40	
8.	300	400	
9.	400	500	
10.	20	30	
11.	30	40	
12.	40	50	
13.	50	60	
14.	500	600	
15.	5000	6000	
16.	200	300	
17.	300	400	
18.	700	800	
19.	5700	5800	
20.	70	80	
21.	670	680	
22.	6700	6800	

23.	6000	7000	
24.	600	700	
25.	60	70	
26.	260	270	
27.	9260	9270	
28.	80	90	
29.	90	100	
30.	990	1000	
31.	9990	10,000	
32.	440	450	
33.	8300	8400	
34.	680	690	
35.	9400	9500	
36.	3900	4000	
37.	2450	2460	
38.	7080	7090	
39.	3200	3210	
40.	8630	8640	
41.	8190	8200	
42.	2510	2520	
43.	4890	4900	
44.	6660	6670	

A

Number Correct: _____

Round to the Nearest 10,000

1.	21,000 ≈	
2.	31,000 ≈	
3.	41,000 ≈	
4.	541,000 ≈	
5.	49,000 ≈	
6.	59,000 ≈	
7.	69,000 ≈	
8.	369,000 ≈	
9.	62,000 ≈	
10.	712,000 ≈	
11.	28,000 ≈	
12.	37,000 ≈	
13.	137,000 ≈	
14.	44,000 ≈	
15.	56,000 ≈	
16.	456,000 ≈	
17.	15,000 ≈	
18.	25,000 ≈	
19.	35,000 ≈	
20.	235,000 ≈	
21.	75,000 ≈	
22.	175,000 ≈	

23.	185,000 ≈	
24.	85,000 ≈	
25.	95,000 ≈	
26.	97,000 ≈	
27.	98,000 ≈	
28.	198,000 ≈	
29.	798,000 ≈	
30.	31,200 ≈	
31.	49,300 ≈	
32.	649,300 ≈	
33.	64,520 ≈	
34.	164,520 ≈	
35.	17,742 ≈	
36.	917,742 ≈	
37.	38,396 ≈	
38.	64,501 ≈	
39.	703,280 ≈	
40.	239,500 ≈	
41.	708,170 ≈	
42.	188,631 ≈	
43.	777,499 ≈	
44.	444,919 ≈	

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

Problem: $8\text{ cm} \times 12\text{ cm} = 96$ square centimeters. Imagine a rectangle with an area of 96 square centimeters and a side length of 4 centimeters. (a) What is the length of its unknown side? How will it look when compared to the 8 centimeter by 12 centimeter rectangle? (b) Draw and label both rectangles.

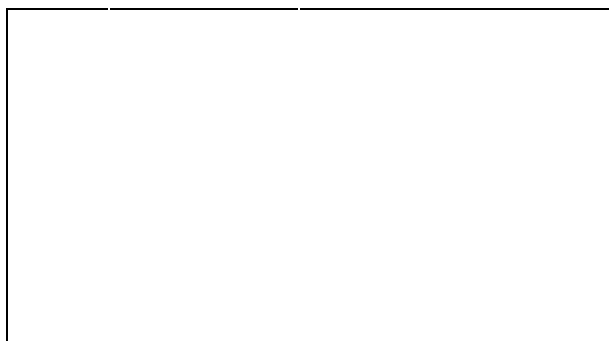
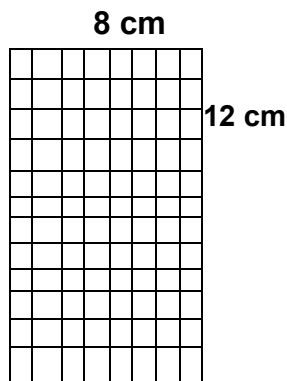
Hint: Area is the space inside a flat shape. We can measure how much space is inside a shape by using multiplication. **Area = the length of the shape times the width of the shape.**

Question: (a) What is the length of its unknown side if one side is 4 centimeters which has an area of 96 centimeter squares? Fill in the chart

One side = 4 cm	Side	Area
4 cm	3 cm	12 centimeter squares
4 cm		20 centimeter squares
4 cm		28 centimeter squares
4 cm		40 centimeter squares
4 cm		48 centimeter squares
4 cm		80 centimeter squares
4 cm		96 centimeter squares

Answer: $4\text{ cm} \times \underline{\hspace{2cm}} = 96$ square centimeters

Question: (b) Draw and label the new rectangle. How are they different?



Answer: How are they different? _____

4th Grade Day 2

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



Problem: A coffee shop uses 8-ounce mugs to make all of its coffee drinks. In one week, they served 30 mugs of espresso, 400 lattes, and 5,000 mugs of coffee. How many ounces of coffee drinks did they make in that one week?

Step 1. To solve, multiply each problem by 8 ounces.

Espresso	Ounces	Lattes	Ounces	Mugs	Ounces
10 mugs		100 mugs		1,000 mugs	
20 mugs	160 ounces	200 mugs		2,000 mugs	
30 mugs		300 mugs	2,400 ounces	3,000 mugs	
X	X	400 mugs		4,000 mugs	32,000 ounces
X	X	X	X	5,000 mugs	

Step 2: Fill in the chart and find the total amount of ounces served in a week.

	Mugs	Ounces
Espresso	30 Mugs	
Lattes	400 Mugs	
Mugs	5,000 Mugs	
	Total	

Answer: There were _____ ounces of coffee sold in a week.

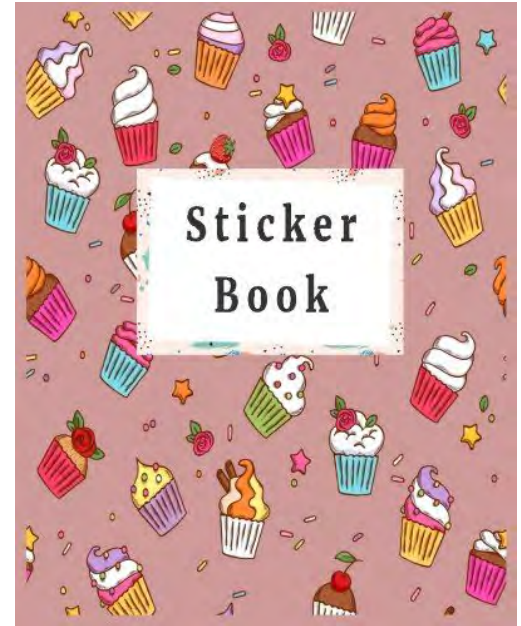
4th Grade Day 3

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

Problem: Emma takes 57 stickers from her collection and divides them up equally between 4 of her friends. How many stickers will each friend receive? Emma puts the remaining stickers back in her collection. How many stickers will Emma return to her collection?

Emma only has 57 stickers. She passes out as many as she has to be fair. Emma will have some left over.

Each Friend Gets	Emma passed out
3 stickers	12 stickers
4 stickers	
5 stickers	
6 stickers	
7 stickers	
8 stickers	
9 stickers	
10 stickers	
11 stickers	
12 stickers	
13 stickers	
14 stickers	
15 stickers	
16 stickers	



Answer: Emma's friends will each get _____ stickers.

Emma will put _____ stickers back into her sticker book.



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GRADE
4

Neighborhood Ecosystem

Not everyone lives in the same sort of world, do they? Some live in the country, with cats and dogs and fields and streams all around them. Others live in the city, with cars and restaurants and people and music all around them. But wherever they live, people are just like any other organism. In order to survive and to thrive, they need an environment full of other organisms and resources that meet their needs. There's a word that scientists use to describe a system of organisms and environment working together. The word is ecosystem. All organisms and resources are part of one sort of ecosystem or another.

In many ways, ecosystems are a lot like cities. Here's what we mean. See the kid on

the corner? He couldn't survive all by himself, with no food or protection from danger. But look around at his environment. If he's hungry, there are other organisms (people) in that restaurant right there, making good food to fill his tummy. Somewhere in this city, the kid has an apartment. Other people built the apartment, but it shelters the kid and his family. The kid himself delivers newspapers, bringing news and information to people who need it. The organisms in this city all work

together, depending on each other and on their environment to meet their needs.

An ecosystem is made up of a community of organisms and the environment in which they live. And whether the ecosystem is a green lagoon on a peaceful island or a forest chattering with squirrels and noisy birds, nature provides enough food, shelter and living things to make sure everyone's needs are met!



Biography

Curiosity Solves a Mystery!

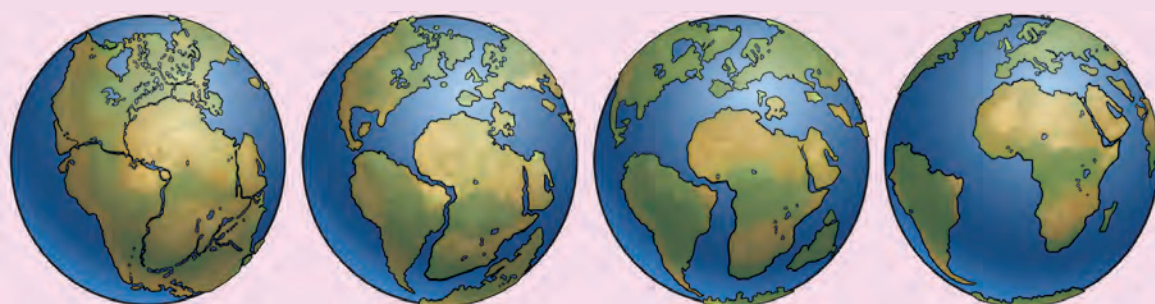
Do you remember reading about Alfred Wegener and his idea that there was once a super-continent called Pangaea? Many people disagreed with Alfred's idea of "continental drift." They didn't understand what could cause the continents to move. Thanks to Frederick J. Vine we now have evidence that this really did happen.

Frederick Vine was born in England in 1939. He became interested in geology (study of rocks) when he was 15. In school, he read about how scientists believed that South America and Africa were once connected but they couldn't prove it. (Have you noticed how those two continents look like puzzle pieces?) Frederick decided to learn more about continental drift.

After many years of hard work Vine and a scientist named Drum Matthews were able to provide evidence of continental drift. They did this by showing how the bottom of the ocean spreads apart, causing ridges to form. When these ridges form, the minerals in the rocks are magnetized in the direction of Earth's magnetic

field. The magnetic force pushed the continents apart.

Vine is still studying the history of Earth. His successful career all began with reading and curiosity. Next time you are reading and you ask why, it just may lead to an amazing discovery!



Pangaea



Ecosystems—Action and Interaction

Interaction in an Ecosystem

Look at this picture, and you'll see a lot of stuff you recognize. Some of the things in the picture are alive (like the fox, the owl, the earthworm and the grass). Other things in the picture aren't alive (like the sky, the rocks and the water). But whether they're alive or not, they all interact. (When things interact, they do things that have an effect on each other.) Think about some of the ways that the things in the picture act—ways that affect one another. See that owl, for example? She's looking pretty hard at that field mouse, isn't she? In just a couple of seconds, that owl is going to interact with the field mouse by eating him. That's an action that will affect the mouse in a big way! Can you think of other ways that the things in the picture interact? As you do, keep these questions in mind: How do the plants interact with the animals? How do the animals interact with each other? What about the water and the rocks? How do they affect the plants and the animals? Thinking about these questions will help you to understand ecosystems—groups of plants, animals, minerals, resources, and more—all interacting in ways that keep everything going.

Food Web

The owl in this picture isn't the only one who's getting a good meal. The field mouse has its belly full of tasty grass. The grass has grown green and healthy on the warm sun and the cool water. The relationship between all those eaters is sometimes called a food chain. It's the link between the sun and the grass that uses it as energy, and between the field mouse and the grass, and between the owl and the field mouse. If the grass, the field mouse and the owl were the only organisms in the picture, it'd be easy to describe the food chain in this ecosystem. But this ecosystem, like most others, is more complicated. There are many more organisms in this ecosystem than can be described in a straight line or chain. To demonstrate what we're talking about, draw a line on the picture (with a permanent marker) between the field mouse and

anything else in the picture that might eat it. Now draw a line between the water and anything else in the picture that might be affected by it. Now draw a line between the plants and anything that might eat them. The patterns made by the lines you're drawing look a lot more like a web than like a chain don't they? Most ecosystems are made up of complex food webs rather than simple food chains.

Everyone Has a Job

In some ways, the organisms in an ecosystem work together like factory workers, each with its own job to keep the factory (or ecosystem) running

and the employees happy. Every ecosystem has three kinds of workers: producers, consumers and decomposers. The producers create food. Plants are the best examples of producers. Using energy from the sun, the soil and water, they grow into an ecosystem's all-you-can eat buffet! Consumers eat producers. They don't draw energy from the sun and the soil the way that plants do. They get energy from the plants themselves. Often, consumers eat other consumers. (Consumers that eat consumers are sometimes called second consumers.) Decomposers are easy to miss, because they're often the smallest workers in the factory. Bacteria, fungi, worms and snails are all good examples of decomposers. They break down the bodies of plants and animals to be used again as nutrients in the soil. That's good news for hungry producers. Every ecosystem owes a lot to the hard work of producers, consumers and decomposers.



Mario Molina

Spotlight

In 1974, not many people were thinking of the earth as one big ecosystem as they shook up aerosol cans. In those days, spray paint, hair spray, bug killer, and deodorant all contained dangerous chemicals. The chemicals weren't dangerous to us, but they were dangerous to a layer in the atmosphere called the ozone layer. The ozone layer stops harmful rays from the sun before they reach us. Without the protection of the ozone layer, we're all in greater danger of sunburn or even skin cancer.



But in 1974, who was thinking about the ozone layer when they sprayed on their deodorant in the morning? At least one guy was. That was Mario Molina, a famous scientist from Mexico. He and his colleagues wrote a paper that described how destroying the ozone layer could harm the rest of our planet-sized ecosystem. At first, people didn't believe Dr. Molina's warnings. For 20 years, he worked to educate people about the ozone layer, and about the danger of the chemicals that were destroying it. (These chemicals are called chlorofluorocarbons, or CFCs for short.) In 1996, he was awarded the Nobel Prize for chemistry. But Dr. Molina's greatest reward might be that, because of his work, many industries have stopped using CFCs in their manufacturing. And that is saving the global ecosystem a lot of trouble down the road.

What's the difference between an ecosystem and a biome?

This Week's Question

It's easy to get carried away when you're thinking about ecosystems. In some ways, you could think of the whole world as one giant ecosystem, with organisms and an environment interacting with each other. But usually, scientists save the word ecosystem for much smaller systems. An ecosystem can be as small as a rotting tree-stump or a tidepool.

There are much larger areas—often as large as whole countries—areas that share similar climates and wildlife. They include grasslands, rain forests, and deserts. And though you might be tempted to call them ecosystems, scientists use another word to describe huge areas like that. The word is biome. Ecosystems are usually smallish, and biomes are usually biggish. Think of an ecosystem as a neighborhood, and a biome as a nation full of neighborhoods.



The Tough Stuff

The organisms in an ecosystem may not always know they're working as a team. For example, it might be tough for the field mouse to feel like a team player when he's being eaten by a hungry owl. Organisms often spend their lives in competition for food and shelter. But competition is nature's way of keeping the ecosystem healthy. It wouldn't be healthy for an ecosystem to be overrun by field mice, so nature kills off the mice that can't find food or escape hungry predators. Too many owls would be bad for the ecosystem too, so nature kills off any owls who can't find enough mice to eat. The difficult things that happen in an ecosystem—predators, lack of shelter or water, even lightning storms and forest fires—help keep things balanced and healthy.



Change Affects Everyone

Imagine an ecosystem made up of a barn full of grain, a bunch of rats, a family of humans and a great big snake named Fonzie. Fonzie is big and scary, and he scares the socks off the family of humans. He also eat rats. The rats eat the grain, and they also carry diseases that would be dangerous or deadly to the humans.

Now imagine this. One day, the humans get tired of getting scared out of their wits by Fonzie. They catch him in a big pillowcase and sell him to the zoo. Then they settle back in peace, enjoying their barn full of grain. All seems terrific, right? Well, think about it. Without Fonzie around, soon there are a zillion rats. With a zillion rats on the farm, the grain disappears faster than the family of humans can grow it. Also, some of the humans get bitten by diseased rats!

You get the idea. The point is, everything in an ecosystem is important. Changing one thing in an ecosystem—even something as simple as getting rid of Fonzie—usually has an effect (and sometimes a big one) on the entire ecosystem.



In the Lab

It's Not Just a Backyard —It's an Ecosystem

Here's an activity for you to do at home. You may be surprised at the amazing ecosystem right in your own backyard!

What You Need

- a box the size of a shoebox (with a lid)
- a jar with holes poked in the lid
- a piece of paper and a pencil

Directions

1. Walk out into your yard (or a park with grass, trees, and other plants if you don't have a yard). Look around very carefully, and write down a list of all the producers, consumers and decomposers you see. You're looking for plants, animals (insects will do just fine), and worms and snails. (You won't be able to see any bacteria, but they're out there, too.) Be sure to label each living thing on your list as a producer, consumer, or decomposer.
2. Once you've listed everything you can see, start gathering samples. If grass is on your list, pluck a handful of grass and put it in your box. If tree bark is on your list, chip a little bit off and put it in your box. (Better yet—see if you can find some on the ground near a tree.) Don't put living creatures in your box. Put them in the jar instead. That's the fun part. But there's more.
3. Take the samples inside and explain to your parents the job that each of your samples has in the ecosystem of your backyard or park. Tell them how each of the things you collected interacts with the others.
4. If your parents and your teacher say it's okay, bring your samples and your list to school. Compare your ecosystem with the ecosystems of your classmates.

CONTINUED ON PAGE 4

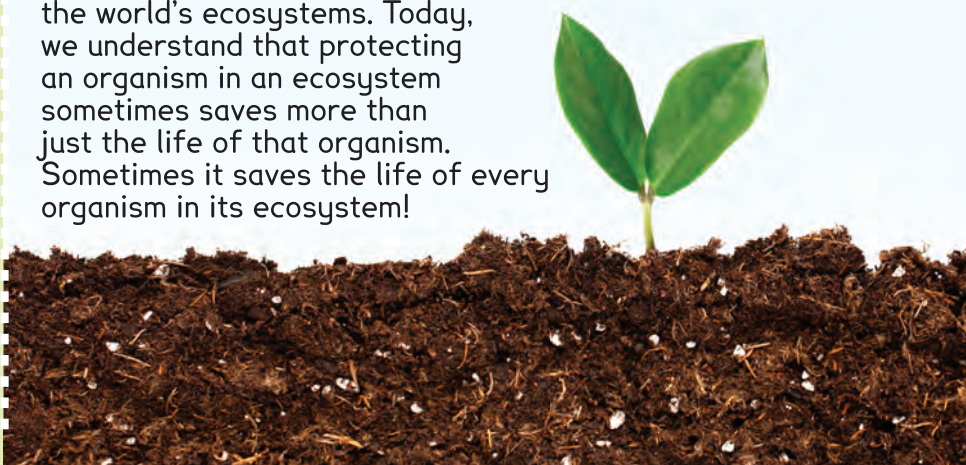


Science, Then & Now

Taking Care of Ecosystems

Humans didn't always know as much about ecosystems as they do now. Once upon a time, no one worried about whether or not animals and plants interacted with each other in important ways. In those days, farmers planted on whatever land they wanted, without ever thinking of what animals and plants had to be moved aside to make room for their farms. Hunters would hunt as many animals as they could find, without ever thinking about how plants and animals would be affected by their hunting. Fishers pulled up as many fish as their nets would hold, without ever worrying about the ecosystems the fish belonged to.

These days, it's different. Scientists who understand the ways that living and non-living things interact can help farmers, hunters, fishers and others know what and where to plant, hunt or fish in ways that will help protect the world's ecosystems. Today, we understand that protecting an organism in an ecosystem sometimes saves more than just the life of that organism. Sometimes it saves the life of every organism in its ecosystem!





What Are Incentives?

When your parents want you to behave a certain way, they sometimes offer positive incentives to encourage you. Offering incentives is one way to get people to do what you want. Teachers use positive incentives, like stickers, to get students to finish their work or do their personal best. Coaches use positive incentives when they offer to take the team out for ice cream if they play hard.

There are also negative incentives. Negative incentives punish kids and leave them worse off if they do not choose the correct behavior. These are also called penalties or consequences. Getting grounded for not cleaning your room is a negative incentive. The desire NOT to get grounded is supposed to motivate you to keep your room clean.

However, not all incentives work for all people. For example, if a child is offered a popsicle, he or she has to want the popsicle for the positive incentive to be effective. Similarly, the negative incentive of missing recess for incomplete work is only effective for the students who enjoy going to recess.

Think about the incentives that motivate you. Would getting to play video games after you read your book be a good incentive? Or would you rather go outside and play after you read? See how different incentives work for different people? Economic incentives work in much the same way.

Economic Incentives

Economic incentives usually involve money, but sometimes the economic incentive might be a service or a good. These economic incentives are used to persuade adults to do something or act in a certain way. Positive economic incentives reward people for buying from a certain company. For example, when grocery stores offer “buy one, get one free” deals, coupons or discounts, they do it because they want more people to come in and spend money at their store. The positive economic incentive for the customer is saving money, which is something everybody finds positive.

The opposite of a positive economic incentive is a negative economic incentive. Just like positive economic incentives, they are used to encourage people to do something or act in a certain way. However, these incentives cost money. For example, when you do not return a video to the video store on time, your family has to pay a late fee. The negative economic incentive for you is paying extra money, which is something nobody thinks is positive.

Positive and negative economic incentives encourage people to choose to behave in a certain way. Just as you are influenced by incentives from your parents or teachers, adults are influenced by positive and negative economic incentives every day. And just like you, if the incentive is not

attractive enough or the consequence is not negative enough, then the incentive doesn't work.

Imagine that tomatoes are on sale for \$1 a pound. If your family doesn't like tomatoes, that positive incentive won't get your parents to buy them. But if your family loves tomatoes, this positive incentive will draw them into the store to buy tomatoes and probably other items too. And, if the video store only charged a fee of 5 cents to return a video late, that negative incentive might not be bad enough to get your family to return the video on time. But if they charged \$50 to return the video one day late, your family would probably be sure to get it to the store on time.

In this issue, we will keep exploring positive and negative economic incentives that influence consumers' economic choices every day!



Positive or Negative?

Fill in the boxes with a positive or negative incentive, along with where this incentive might be offered. Briefly explain why this

Incentive	Positive or negative	Where might you find this incentive?	Why it this incentive offered?	Do you think this incentive would influence you?
\$100 fine for throwing litter out of your car window				
Free toy in your cereal box				
20% off your purchase if you open a credit card account with the store				
Buy one bottle of ketchup, get one free				
\$5 fee for returning your library books late				
\$120 for speeding on the highway				
Double coupon offer on Mondays				
\$50 fine for parking in a handicapped spot				
\$20 reward for returning a lost wallet at the mall				

incentive is being offered and whether it would influence you.

Now, think of a positive behavior that you would like to persuade people to do. What incentive might you offer to get them to make this choice? Use another piece of paper if you need more room.

to behave a certain way, as we discussed with the video store. Our government often uses negative economic incentives to influence citizen’s responsible behaviors. Examples of this are parking tickets and fines for breaking other laws.



Money is a limited resource. When you get money from an allowance, a birthday or from Christmas, what do you do? Save money for school or a car? Go buy clothes or a new CD? Or do you go get a shake and see a movie? These are the decisions people make and the decisions that businesses want to help you make.

Words to Know

- positive incentive:** something offered to encourage you to behave a certain way
- negative incentive:** something that leaves you worse off for not choosing the correct behavior
- economic incentive:** things offered to get consumers to behave in a particular way; sales or fines
- consequence:** a penalty imposed if the desired behavior is not chosen
- competitive:** describes when companies strive to outdo each other to earn more consumers
- survey:** a questionnaire given to get opinions
- consumers:** people who buy products and services
- persuade:** to urge or convince; change someone’s mind to see things your way
- influence:** the power to sway or change behavior or actions
- income:** money earned, especially for work

Buying Goods and Services

to mow your neighbor’s grass, she will most likely find someone who will do it for less. Consumers respond to low prices and sales. If a consumer can get something cheaper, they might consider buying more of it. If ice cream costs \$1 a scoop, you probably will only buy one scoop. But what if it is 75 cents per scoop? Will you buy two scoops then? The lower the price, the more people will be able to purchase with their limited income.

Why Offer Economic Incentives?

Money is a limited resource, and people have to make lots of choices about how to spend it. Businesses want to help you make those choices. You probably know about lots of positive economic incentives businesses offer to get your family to spend money at their business. Coupons, sales, prizes in meals at fast food restaurants, kids eat free and many other incentives are everywhere. Businesses offer these positive incentives hoping to convince you to part with some of your money. Other businesses offer negative incentives to get people



Have you ever wished something were cheaper? Of course you have. Just how do businesses decide what prices to charge for goods and services? Well, fair prices have to include the cost to make the good or provide the service. For example, if you are having a bake sale, you have to consider the cost of your ingredients, the price of electricity to make the treats and your advertising costs. Businesses also have to consider the wages they pay their workers and the cost of the company’s building (or buildings), among other things. You want to make a profit, so you set the prices of your treats higher. Profit is the money you get to keep after you pay all your expenses.

It is a good business idea to survey some consumers before setting your price to see how much the consumers are willing to pay. If you set the price too high, you won’t sell very much of your product. On the other hand, if you set it too low, you won’t make enough profit to stay in business.

Prices for goods and services change according to how much people want or need your product. If it is a hot summer day you can charge more for your lemonade because people want more lemonade. This is called supply and demand. We will study more about supply and demand next week.

Prices also need to be competitive. If you are charging too much



White-Tailed Deer

In 1997, the white-tailed deer became Michigan’s State Game Mammal. Its scientific name is *Odocoileus virginianus*. The deer was made the official state game mammal in 1997 after a group of fourth grade students from Zeeland, Michigan, wrote to lawmakers. White-tailed deer are fairly common in the United States and Canada and are found in every county in Michigan. But it’s still exciting to see them. At one time, these deer only lived in rural, or country, areas. Now they can be spotted in suburbs and cities looking for their favorite foods. What do white-tailed deer eat? They eat a variety of things, including acorns, hay and apples. So why are their tails white? Actually, the white-tailed deer have a language all their own, which involves flicking and waving their tails to warn other deer of danger. A mother deer will raise her white tail as a signal for

her fawn to follow. Deer communicate in other ways, too. They live in groups of up to 25 and sometimes stomp their paws to warn off other deer that enter their territory. Bucks mark their territory by removing bark from trees with their antlers. Besides their beauty, white-tailed deer offer something else to Michigan: money. Hunting the deer is big business in our state. Men and women look forward to deer hunting season and spend millions of dollars on hunting supplies, such as bows and arrows, rifles, hotels, restaurants and gasoline every year. Hunting contributes a lot to the economy of our state. Next time you spot a deer wandering along, remember all you have learned about our state game mammal.



Michigan Symbols

Timeline of Michigan

1917-1918 - 135,485 men from Michigan fought in World War I
That means about one in 20 men from Michigan went to war back when our total population was about 3,650,000. The United States entered WWI on April 6, 1917, when Congress declared war against countries like Germany and Austria-Hungary, which were part of the Central Powers. Camp Custer was built just west of Battle Creek in 1917 to train those Michigan soldiers. It is still used by the Army today. During the war, about 15,000 Michigan soldiers were wounded and 5,000 died.

Wartime Products

Soldiers used many Michigan-made products like soap from the Parke-Davis Company in Detroit. Auto factories still made cars, but they also made war materials like

trucks and Liberty aircraft engines. The Ford Company made submarine chasers. Grand Rapids furniture makers used their skills to develop wooden propellers for war planes. Other Michigan wartime products were tractors made by Buick, uniforms from Kalamazoo and outhouses made in Lansing. Many people came from other states to work in these factories. After the war, they returned to their hometowns.

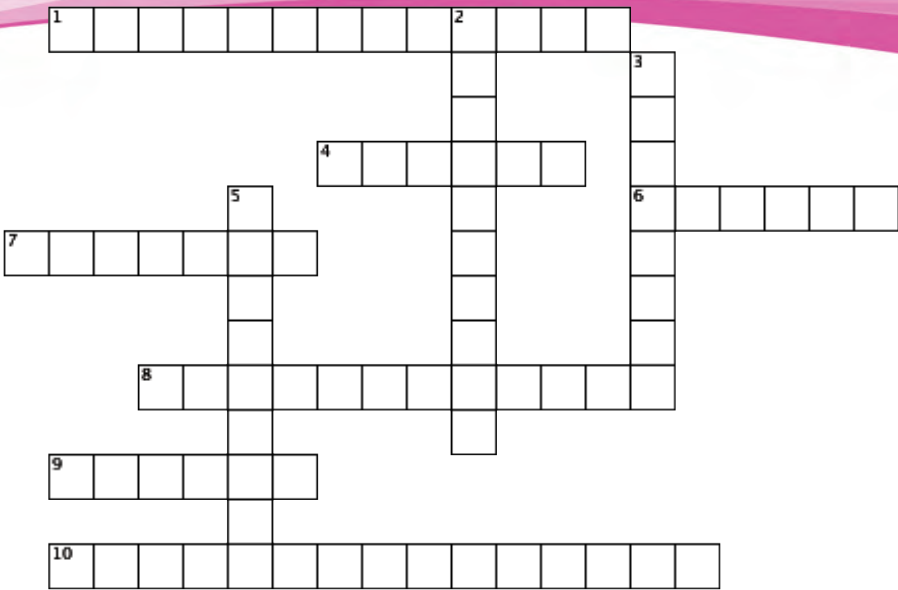
Women at War

Women from Michigan played a part in WWI also. Many women were nurses who worked near battlefields in Europe, helping the sick and wounded soldiers. Women here at home in Michigan worked hard to keep the households and families going while the men were away at war.

Michigan Timeline



Name _____



ACROSS

1. example of a negative incentive from the government
4. example of a positive incentive from a store
6. a gigantic one of these grows near the Michigan-Wisconsin border
7. fourth graders from this city had the idea for our State Game Mammal
8. negative incentives
9. money left after paying all expenses in a business

10. state game mammal of Michigan

DOWN

2. fort built near Battle Creek in 1917
3. wartime product made in Kalamazoo
5. something done to try to get people to behave a certain way

The words for the crossword puzzle are found in the pages of this week's newspaper. Good luck looking for them!

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.

Compassion and Tolerance

Activity

Complete one of the activities provided below. Then write about what you did on the flower pattern from your teacher. Check your writing for correct spelling, punctuation and grammar.

Thank a school staff member for the good job he or she does each day.

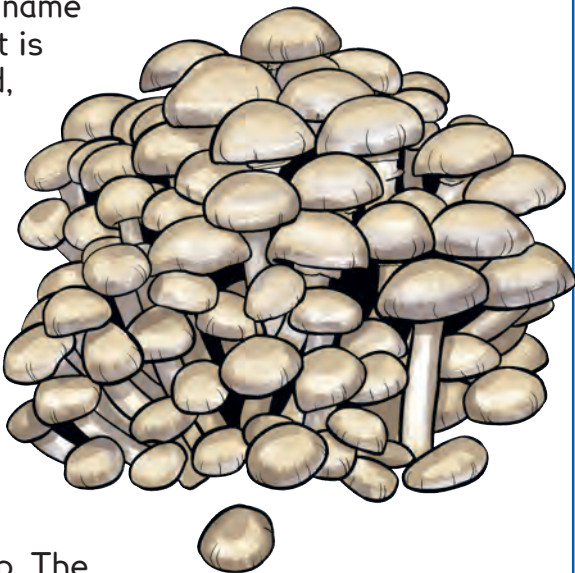
Offer to study or review for a test with a classmate who needs help.



Did You Know?

A Fungus Among Us!

This is interesting, but weird too! On the Michigan-Wisconsin border a gigantic fungus called *Armillaria bulbosa* is growing. What is that? Well, that is the scientific name for a living thing that is growing underground, covers 38 acres and weighs about 1,000 tons. (Quick! How many pounds are in 1,000 tons? $2,000 \times 1,000 = 2,000,000$ pounds!) It mostly grows underground, except in the fall when a kind of mushroom sprouts up. The fungus is believed to be 1,500 to 10,000 years old. Keep your eyes open for a drawing of the mushrooms on a U-Haul truck on the highway. Visitors from around the world travel to Crystal Falls each year to see the fungus. The town even holds a "Humungus Fungus Festival" each August.



The first hard drive available in the Apple computers were only a few megabytes. That is about the size of two mp3 downloads!

Fun Facts

Use any color to circle or highlight three relative pronouns (who, whose, whom, which, that, etc.) in this week's magazine. Underline the related noun.

Write a paragraph about a positive or negative incentive that someone used to influence your behavior.

Maybe a teacher took away your recess because your homework was late. Or your parents took you out for ice cream as a treat for getting a good report card. Be sure to edit your writing for correct spelling, punctuation and grammar.

Let's Write

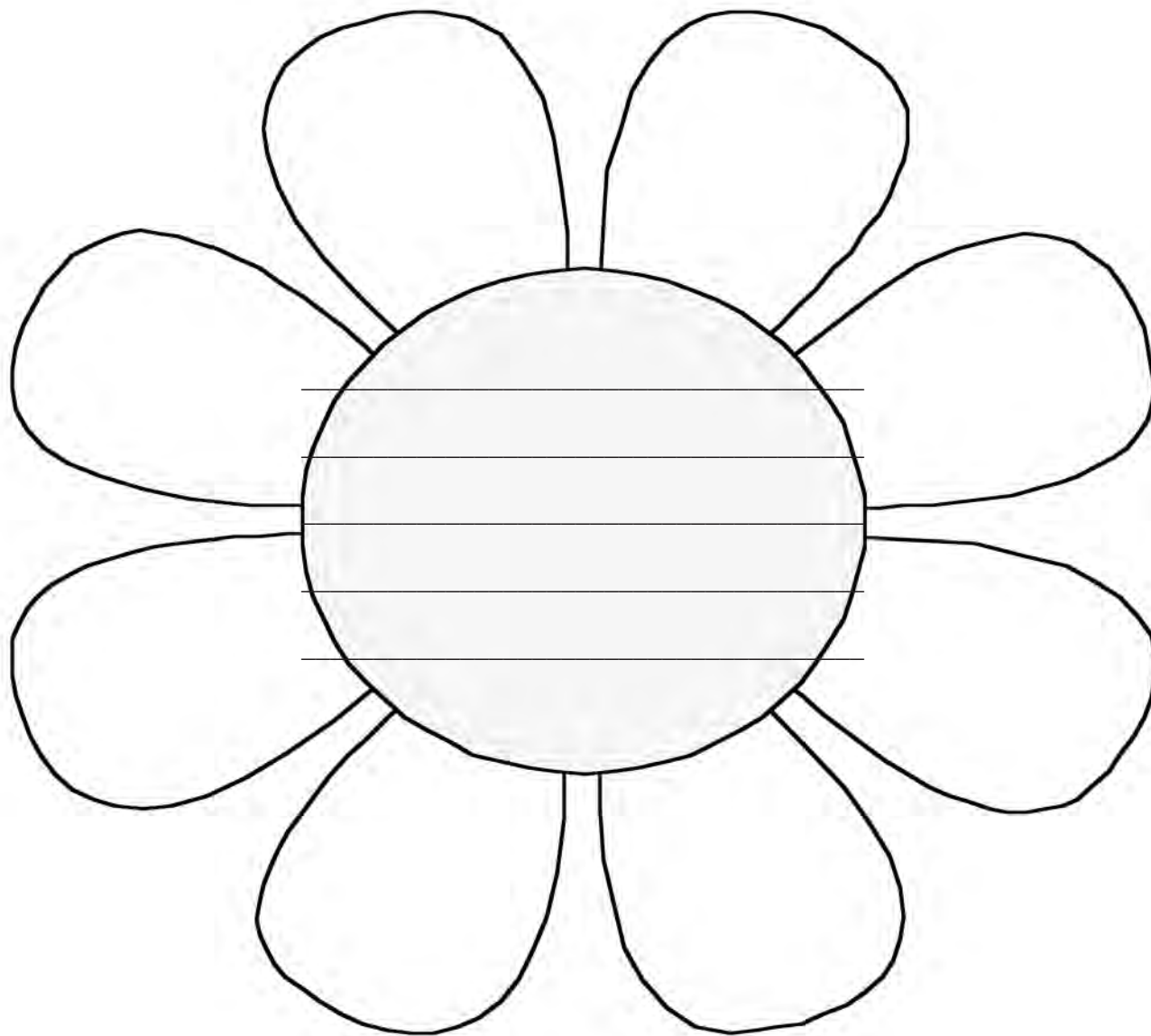
Michigan Studies Weekly Teacher Supplement

Integrated Activities

Art/Language Arts

Compassion Garden

As students complete the “Compassion and Tolerance” activity on Page 4 of the newspaper, have them write a brief description of what they did and how it showed compassion. Ask them to write the description on the flower template on this page. Display the flowers on a bulletin board and add more as your Compassion Garden grows.



Michigan Studies Weekly Teacher Supplement

Name _____
Michigan Studies Weekly

Date _____
3rd Quarter, Week 20

Here's a list of some incentives that you might have at home and at school. Read the list below, then discuss it with your partner and draw a star next to the positive incentives. Then think of three more incentives at home and three more at school. Draw a star next to the positive ones you came up with. Try to remember some of the actual incentives that your parents or teachers have used. Which incentives work best for you, positive or negative?

Home Incentives	School Incentives
Hugs for helping out. _____	No recess if your homework is not done. _____
Time out for bad behavior. _____	Phone call home to parents for poor behavior. _____
Extra money for mowing the lawn. _____	Good grades on a test for studying. _____
Lose TV time if your chores are not done. _____	Stickers for returning completed homework. _____
Allowance for doing jobs at home. _____	If you don't return or you lose a library book, you have to pay for it or can't check out anymore. _____
Grounded for arguing with sibling. _____	Treats for classes that have good behavior. _____

What are three more incentives at home?

1. _____
2. _____
3. _____

What are three more incentives at school?

1. _____
2. _____
3. _____

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



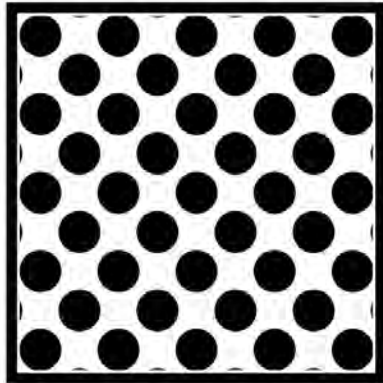
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

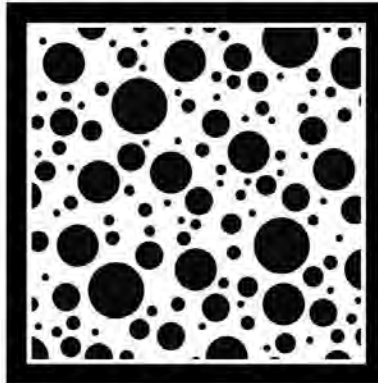
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

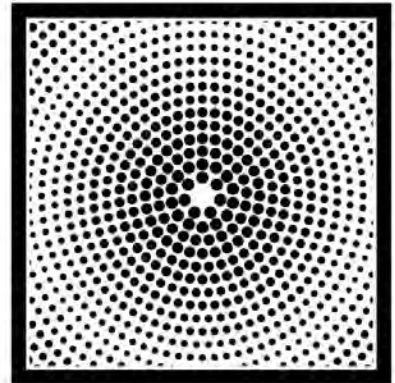
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular](#)
[1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

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

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

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!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

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 video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

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



Music

Sing along with this fast & slow song to review what fast and slow music sounds like. Click the pictures to sing



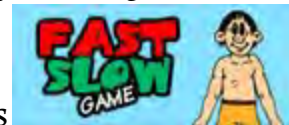
along.

Next sing and move with Laurie Berkner in her fast and slow song, click this picture to



sing and move.

Play this fast slow activity by clicking the MusicPlay Picture Below. You will be



playing the **Fast slow** game, look for the fast slow icon like this

on the right hand side of the Musicplay Web page. Play as many times as you like. Click this Picture to start the fun!



1st Grade Music

Review what steady beat is with this song and activity click on these pictures to sing along



&



Play this **Beat or no Beat** game by clicking the MusicPlay Picture



Below. Look for the match the melody icon like this

Click this Picture to start the fun!



2nd GRADE Music

Sing along with these songs about rhythm and rests click these pictures to start the fun!



Play this **Rhythm composition game** by clicking this Picture.



Choose level one

for review, choose either level two or three depending on where you left off in your music class or teacher. Feel free to choose the higher levels for an extra challenge. Have fun!

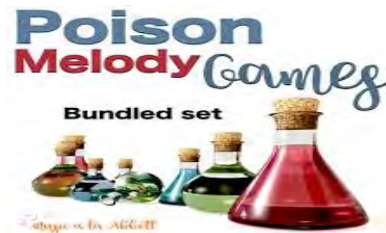
3RD GRADE Music

Sing along with this Do-Re-Mi-So challenge to review what Do-Re-Mi are, 1st listen to the voice then you repeat



the pattern after. Click this picture to sing along.

make sure to choose the mi-re do tab near the top. Now click this Picture to start the fun!



4TH GRADE Music

Watch this instrument demonstration by the United States Army Field Band. Click this picture to learn all about



the instruments.

Play this Instruments of the orchestra activity by clicking the MusicPlay Picture Below. Look for the **Which**



Instrument of the Orchestra icon like this on the right hand side of the Musicplay Web page.

Click on all the options in the menu to explore all about the orchestra and the instruments.

Click this Picture to start the fun!



5th Grade Music

Watch this instrument demonstration by the United States Army Field Band. Click this picture to learn all about



the instruments.

Play this Instruments of the orchestra activity by clicking the MusicPlay Picture Below. Look for the **Which**



Rhythm do you hear icon like this on the right hand side of the Musicplay Web page. Click on all the options in the menu to explore all about the orchestra and the instruments. When you are done check out the



tab like this under the instruments of the orchestra and play the game **What instrument do you hear game**

Click this Picture to start the fun!



6th GRADE Music

[Log In Instructions \(READ FIRST!!!\)](#)

www.tonesavvy.com

Other options:

www.musictheory.net

-Exercises ->Note Identification, Note Construction

https://www.classicsforkids.com/games/note_names.php

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