

4th Grade

May 25 - May 29



Name _____

As you read the passage, notice how the author uses the features of narrative nonfiction.

Energy from the Sea

As I sat on the beach the other day, I saw the power of the waves crash on the sand. The water splashed around me, and then it pulled along the shells that lay around me. This got me thinking about making power. We can use the wind and the Sun to make power, and we can also use water. Waterpower is also a renewable resource so, it should be able to help us solve our energy problems.

Waterpower has been in use for thousands of years. The earliest use of hydropower can be traced to the waterwheel. A waterwheel is a big wheel with paddles on the rim. The force of the water turns the wheel, and then the wheel runs machinery that is linked to it. Ancient Egyptians used river currents to turn wheels way back in 2500 BCE, and the ancient Greeks and Romans also used hydropower. It even survived all the way through medieval times.

However, waterpower has evolved since then. Way back in 1628, the Pilgrims used it to grind corn in mills, but by the 1800s, hot steam replaced waterpower as the main power source. People used burning coal to heat water until it was boiling. The boiling water then produced steam, which ran engines and other machines.

By the end of the 1800s, waterpower came back into fashion, and demand rose for electric energy. In 1882, the first hydroelectric plant was built in Appleton, Wisconsin, and it could make enough energy to light a house and two paper mills. That's not much if you think about it, but it was a start! As time went on, the demand for hydropower steadily increased. Today, one power plant has the capacity of 7,600 megawatts.

Name _____

How Dams Work

You may think dams just hold water, but some dams are used to make waterpower. The amount of power they make depends on the height of the water. When the water is high, more pressure is put on the turbines down below. The more the turbines turn, the more power there is.



Glow Images

However, there is a problem with hydropower because it is only useful in certain parts of the country. If there is not a large moving water source nearby, then hydropower will not work. Some people believe waterpower is not sensible, but there are states that do make lots of hydropower. Areas in California and the Pacific Northwest produce the most power.

I went to the library to find out how much of our energy comes from waterpower. I discovered that about 7.8 percent of the power made in the United States is from hydropower. To my disbelief, a large amount comes from fossil fuels and nuclear power, too. I had hoped to see higher numbers for renewable resources.

Perhaps one day we can learn to rely just on renewable resources. Look at countries like Brazil and Iceland. Iceland relies on geothermal power from hot springs, and Brazil has one of the biggest dams in the world. These countries can give us a preview of how the United States can become a greener nation.

Name _____

A. Use text evidence to answer the questions.

1. Reread the first paragraph on page O1. How does the author help the reader visualize how water can help solve the energy problem?

2. What details does the sequence of events on page O1 connect?

3. Why does the author include a sidebar?

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

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

A Sudden Slice of Summer

by ReadWorks



The snow began to fall early this year, in November, before Susannah even had a chance to bring her puffed-up purple winter coat out of the closet. It did not stop. Cold white confetti came down on the city of Montreal morning, noon, and night, and already Susannah was wondering when the party would end. The other kids in her class loved the snow. They loved that sometimes, when the winds picked up and the roads turned icy, school was cancelled. They liked to build towering forts and snowmen, whose noses were the carrot sticks they found packed in their lunchboxes.

Susannah despised the snow. More than that, she hated everything about wintertime. Her family had taken a trip to Florida two winters ago, and she wished that they could live there all year round. She had bobbed up and down in the ocean waves, sometimes floating on her back and other times, with goggles on, searching for colored fish in the water. In the mornings, her mother had squeezed fresh juice from the Florida-grown oranges that the hotel left in a basket at the front desk. With her brother and sister, Susannah had constructed a magnificent castle on the beach, with a moat and a long, looping flight of stairs. She liked feeling the sand between her fingers. It stuck together every bit as well as snow did, and it didn't make your teeth chatter.

At the end of this week, Susannah's family was going to drive an hour north to the ski hill. They would spend Saturday there, riding chairlifts to the top of a frosted mountain and following the slopes back down. Susannah refused to go with them. She wanted nothing to do with that thick, white, powdery stuff. It was bad enough that she had to trudge through it every day on her way to Sunnydale Elementary. Arrangements had been made: Grandma was coming to the house to look after her. She was determined to stay warm and dry. There were packets of hot cocoa in the pantry.

Susannah's parents finished packing up the car. Her siblings, who had been throwing snowballs into the air and at each other, piled into the backseat. Soon the station wagon disappeared from view, and Grandma settled into an armchair in front of the television. In a few quick minutes, she was asleep. Susannah glanced outside and gave a sigh. Her hot chocolate was just about gone. She was about to turn towards the sink to rinse her mug when out of the corner of her eye she caught something green. Something green? In her blank, white backyard? She pressed her face up against the kitchen window.

There, in the corner of the yard closest to the sliding back door, the snow had melted away. In its place, a small tree with low-hanging fruit was growing. Susannah immediately ran out to it. Elsewhere, the snowy flakes continued to swirl, but not a single one landed on this bright patch of ground, which was covered in sand. The sun beamed down on Susannah-so hard, in fact, that she was hot! Sweating hot! Half-buried by her feet were a plastic shovel and pail. She couldn't believe it. A small slice of the tropical holiday she had been missing had landed right behind her house. She ran inside for her bathing suit.

For the next few hours, while Grandma lay dozing, Susannah sprawled out on her own little beach. At first, she could not stop smiling. She giddily stretched out her limbs and moved them back and forth, making a snow angel-no, a sand angel! She read a bit of a book. She picked a few oranges and unpeeled them one by one. She dug holes and then filled them in again. After that, she didn't quite know what to do. Apparently, the pleasures of the warm sand beach were a lot less fun when there was no one around to share them with. Susannah would have woken her grandmother, but she remembered that Grandma didn't much care for the sun. She had spent the family's entire Florida vacation under both an umbrella and a huge-brimmed hat. Besides, the sunny space wasn't big enough for two.

By late afternoon, Susannah wasn't feeling very well. Her mother hadn't been around to lather her in suntan lotion and her skin had turned a very dark shade of pink. She had eaten so many sickly sweet oranges that she now had a stomachache. She had gotten some sand in her eye and had to blink furiously to get it out. The sun was strong and unrelenting. She glanced over to the other side of the yard. She was reluctant to admit it, even to herself, but

the snow looked sort of...refreshing. She imagined racing her siblings to the bottom of that frosted mountain. Perhaps skiing with her family wouldn't have been so terrible? She was flushed and bored, but most of all she missed them.

She trudged inside, showered the sweat and the sand off of her body and then joined her Grandma, who had finally awoken, at the table. "My dear! However did you manage to get that awful sunburn?" her grandmother wailed. Susannah just shrugged. She wasn't very hungry, but she managed to pack in some forkfuls of spaghetti and three meatballs. Before bed, she crept over to the backdoor and peered out. The sand, the tree, the bucket-all were gone. Susannah began to think that she had imagined it. She wasn't that disappointed. Her brother and sister would be back in the morning and she badly wanted to play with them. Even if it meant being chilly.

The car pulled into the driveway. Susannah was up with a start, and she charged downstairs. She welcomed both of her parents home with hugs and gave one to her grandmother, too, who was preparing to leave. Then, as her mother began to ready breakfast, she pulled on her snowsuit and joined her siblings in the back. They were sculpting animals-a caterpillar with snowy lumps for a body; a fish with a three-dimensional fin-and they were surprised to see her there. She dropped to her knees, without explanation, and began to work. Her hat was pulled low over her ears, her mittens were lined with wool, and suddenly her sister's hand was over hers, helping to smooth out the fish's curved tail. She could wait for summer. She was warm enough.

Name: _____ **Date:** _____

1. What season does Susannah dislike at the beginning of the story?

- A. spring
- B. summer
- C. fall
- D. winter

2. Where do the main events of this story take place?

- A. in Susannah's home and yard in Montreal
- B. at Susannah's school in Montreal
- C. in Florida on a vacation that Susannah's family takes
- D. at a ski hill that Susannah's family visits

3. Susannah does not like being outside in the snow.

What evidence from the story supports this statement?

- A. Susannah built a sandcastle on the beach in Florida.
- B. Susannah refuses to go skiing with her family.
- C. Susannah decides not to wake up her grandmother.
- D. Susannah helps her sister make a fish out of snow.

4. Why does Susannah like spending the winter in Florida more than in Montreal?

- A. Florida is colder than Montreal and gets more snow.
- B. Florida is warmer than Montreal and gets less snow.
- C. The orange juice in Florida is better than the hot chocolate in Montreal.
- D. Susannah gets along better with her siblings in Florida than she does in Montreal.

5. What is this story mainly about?

- A. a girl whose favorite time of year changes from winter to summer
- B. a girl who has always loved winter because of the snow and ski trips she takes with her family
- C. a girl who wants to move to Florida to get away from her family because she does not enjoy playing with her siblings
- D. a girl who realizes that being with her siblings in the cold snow is better than being alone in warm weather

6. Read the following sentences: "The snow began to fall early this year, in November, before Susannah even had a chance to bring her puffed-up purple winter coat out of the closet. It did not stop. **Cold white confetti** came down on the city of Montreal morning, noon, and night. . . ."

What does the phrase **cold white confetti** refer to?

- A. paper that Susannah is tearing into pieces
- B. the stuffing inside Susannah's winter coat
- C. the city of Montreal
- D. the falling snow

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

One corner of Susannah's yard is green and hot _____ the rest of the yard is covered in snow.

- A. also
- B. because
- C. although
- D. therefore

8. Describe how Susannah feels about winter and snow by the end of the story.

9. At first, Susannah enjoys her secret beach in the corner of the yard. Why does she feel unhappy with her time on her beach by the late afternoon? Support your answer with three details from the text.

10. Read the following sentences about Susannah from the end of the story:

"Her hat was pulled low over her ears, her mittens were lined with wool, and suddenly her sister's hand was over hers, helping to smooth out the fish's curved tail. She could wait for summer. She was warm enough."

Explain why Susannah would feel "warm enough" even though she was still playing in the cold snow.

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 _____

- Adverbs can be used to compare two or more actions.
- Add *-er* or *-est* to most short adverbs to compare actions. *I was the fastest runner in my class.*
- Use *more* or *most* with long adverbs and a few short adverbs to compare actions. *I jumped up and down more excitedly than my brother.*

Complete each sentence by circling the correct adverb in parentheses.

1. I swim the (faster, fastest) in my team.
2. She stroked the kitten (more, most) gently than her sister did.
3. The patient arrived (sooner, soonest) than expected.
4. My mother acted (more, most) elegantly than my father.
5. She stumbled over the log the (more, most) awkwardly of everyone.
6. The baseball player threw the ball (farther, farthest) than I could.
7. This plane flew the (closer, closest) to the tower of all the planes.
8. Out of everyone, she behaved (more, most) lovingly toward me.

Reading/Writing
Connection

Read this excerpt from “Of Fire and Water.” Underline the adverb. Then write a sentence using the same adverb to compare. Then check your sentence.

He tricked Zeus into choosing a cleverly disguised sacrificial dish rather than a richer dish for his offering.

Name _____

- Add *-er/-est* or *more/most* to most adverbs to compare actions.
- Use *better* and *best* to make comparisons using the adverb *well*. *Sara did the **best** job on the project.*
- Use *worse* and *worst* to make comparisons using the adverb *badly*. *Devon was worse than Teri at baseball.*

A. Complete each sentence with *better* or *best* to compare.

1. She did the _____ of all the students in the class.
2. A dog can hear _____ than a human being.
3. I performed _____ in the race than my brother.

B. Complete each sentence with *worse* or *worst* to compare.

4. I scored _____ on the test than my friend.
5. Harry plays the piano _____ when he does not practice.
6. He sounds the _____ of all when his voice is hoarse.

Writing Connection

Write a paragraph about what superhero powers you wish you could have. Include comparisons using *better*, *best*, *worse*, and *worst*.

Name _____

- Use a comma before coordinating conjunctions, after a beginning dependent clause, and to separate three or more items in a series.
- Capitalize sentence beginnings, proper adjectives, proper nouns, and the first word in a quotation that is a full sentence.
- A comma or period always goes inside closing quotation marks. A question mark or exclamation mark goes inside when it is part of the quotation.

Write each sentence correctly by fixing capitalization and punctuation errors.

1. My father had a german shepherd when he was a boy.

2. It was a sunny day but there were dark clouds in the distance.

3. I shouted at my friends, "I'm over here"!

4. There were big medium and small sizes available.

5. "Get me some sugar from the pantry" my mother requested.



In your writer's notebook, write a short story about any topic you wish. Choose a genre, take notes, and plan out your story. As you write, include a direct quote, a dependent clause, and three items in a series. Then edit your work.

Name _____

- Add *-er/-est* or *more/most* to adverbs to compare actions.
- Make comparisons using *better/best* for the adverb *well* and *worse/worst* for the adverb *badly*.
- Follow correct punctuation rules for commas and quotation marks.
- Follow correct capitalization rules.

HANDWRITING CONNECTION

Use the lines to keep your writing straight, relax your grip, and take your time!

Rewrite the sentences below, correcting mistakes in adverbs, capitalization, and punctuation.

1. When I was, rehearsing I acted weller then I did on stage.

2. "She laughed happilyer when she saw the clown" my aunt explained.

3. Does the canada goose fly most fast of all geese?

4. She drew worst than she thought she would.

5. The man stood most close to the fire hydrant.

6. Trying not to wake anyone he tiptoed the quietliest of everyone.

Name _____

Read the student draft. Then choose the best answer to each question.

(1) Of all the students in the class, I wrote the answers to the first, second, and third questions correctly. (2) However, I got the low score on the fourth, fifth, and sixth questions. (3) I did manage to write the essay completely than the person next to me, at least!

(4) Ana got 100 percent, the good grade in the class! (5) I did good than Ana with 92 percent. (6) Daryl did good than me with a grade of 94 percent.

1. What is the correct way to write the adverb in sentence 1?
 - A correctly
 - B correct
 - C most correctly
 - D more correctly
2. What is the correct way to write sentence 2?
 - F However, I got low the score on the fourth, fifth, and sixth questions.
 - G However, I got the lowest score on the fourth, fifth, and sixth questions.
 - H However, I got the most low score on the fourth, fifth, and sixth questions.
 - J However, I got the lower score on the fourth, fifth, and sixth questions.
3. What is the correct way to write the adverb in sentence 3?
 - A most complete
 - B more completer
 - C more completely
 - D most completely
4. What is the correct way to write sentence 4?
 - F Ana got 100 percent, the more good grade in the class!
 - G Ana got 100 percent, the better grade in the class!
 - H Ana got 100 percent, the worse grade in the class!
 - J Ana got 100 percent, the best grade in the class!
5. What is the correct way to write the adverb in sentence 5?
 - A worse
 - B badder
 - C better
 - D more bad
6. What is the correct way to write the adverb 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. _____ | 1. root |
| 2. _____ | 2. route |
| 3. _____ | 3. tail |
| 4. _____ | 4. tale |
| 5. _____ | 5. wade |
| 6. _____ | 6. weighed |
| 7. _____ | 7. prince |
| 8. _____ | 8. prints |
| 9. _____ | 9. doe |
| 10. _____ | 10. dough |
| 11. _____ | 11. moose |
| 12. _____ | 12. mousse |
| 13. _____ | 13. we've |
| 14. _____ | 14. weave |
| 15. _____ | 15. who's |
| 16. _____ | 16. whose |
| 17. _____ | 17. bolder |
| 18. _____ | 18. boulder |
| 19. _____ | 19. patience |
| 20. _____ | 20. patients |
| Review Words 21. _____ | 21. cotton |
| 22. _____ | 22. muffin |
| 23. _____ | 23. eleven |
| Challenge Words 24. _____ | 24. straight |
| 25. _____ | 25. strait |

Name _____

Homophones are words that sound alike, but they have different spellings and meanings, such as *heir* and *air*. While reading, use context clues in the piece to determine the meaning of a homophone.

SPELLING TIP

There is no spelling pattern to follow when determining the meaning of a homophone. Use a dictionary to help you.

Read aloud and write the ten pairs of spelling words that are homophones.

doe	dough	prints	route	weave
tale	wade	weighed	who's	patients
prince	tail	whose	bolder	root
moose	we've	mousse	patience	boulder

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Work with a partner to find more word pairs that are homophones. Record the words you find in your writer's notebook.

Name _____

Homophones are words that sound alike, but they have different spellings and meanings, such as *heir* and *air*. While reading, use context clues in the piece to determine the meaning of a homophone.

SPELLING TIP

There is no spelling pattern to follow when determining the meaning of a homophone. Use a dictionary to help you.

Read aloud and write the ten pairs of spelling words that are homophones.

root	prince	oar	route	dough
doe	who's	blue	peak	need
peek	whose	heard	herd	tale
tail	prints	knead	ore	blew

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Work with a partner to find more word pairs that are homophones. Record the words you find in your writer's notebook.

Name _____

A. Write the ten pairs of spelling words that are homophones.

mousse	principle	weather	taut	principal
presence	bolder	strait	boulder	patients
straight	doe	taught	dough	moose
patience	whose	who's	whether	presents

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Compare the words *whose* and *who's*. How are they alike? How are they different?



Work with a partner to find more word pairs that are homophones. Record the words you find in your writer's notebook.

Name _____

root	prince	we've	route	patience
tale	dough	weave	boulder	patients
wade	moose	whose	bolder	doe
tail	prints	who's	weighed	mousse

A. Write the spelling word that has the same meaning as each word or phrase below.

1. we have _____
2. more courage _____
3. a king's son _____
4. course _____
5. measured _____
6. writes _____
7. plant part _____
8. dessert _____
9. who is _____
10. blend _____

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

11. The man had to _____ into the river to get the fish.
12. Roll the _____ before shaping it and putting it in the oven.
13. That large _____ can fall and roll down the mountain.
14. The doctor has a lot of _____ to see today.
15. That _____ has huge antlers and a big snout.
16. _____ sweatshirt is this?
17. The _____ protects her baby fawn.
18. That is quite a _____ you just told.
19. You must have _____ and wait for your turn.
20. The dog's _____ wagged happily when he saw me.

Name _____

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

Once upon a time, there was a dou named Cinnamon. She lived in a great forest with all of her animal friends, including Printse Butternut. Cinnamon was very upset because her forest was in danger. Every year, humans would build another road or roote deeper into her home.

Then one day, Cinnamon shook her taile. She had an idea! She got all the other animals in the forest to help her build a wall. Boulder upon rock, they built a barrier to protect themselves. It took pashence, but they finally finished it and made the forest safe again.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Writing Connection

Write a short story that takes place in a forest. Use four words from the spelling list.

Name _____

Remember

Homophones are words that sound alike, but they have different spellings and meanings, such as *heir* and *air*. While reading, use context clues in the piece to determine the meaning of a homophone.

A. Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.

- | | | | | |
|--------------------|---------|---------|--------|-------|
| 1. lose | hose | whose | toes | _____ |
| 2. show | doe | new | shoe | _____ |
| 3. paid | weighed | mad | claim | _____ |
| 4. male | said | fame | tail | _____ |
| 5. shoot | route | shop | pout | _____ |
| 6. juice | flew | goes | moose | _____ |
| 7. leave | reef | we've | pave | _____ |
| 8. stayed | steed | wade | play | _____ |
| 9. shoulder | butter | pusher | bolder | _____ |
| 10. clues | who's | fuss | clips | _____ |
| 11. flute | mutt | flume | root | _____ |
| 12. row | cow | dough | comb | _____ |
| 13. goose | mousse | room | nose | _____ |
| 14. sleeve | weave | sleep | give | _____ |
| 15. colder | cuter | boulder | milder | _____ |
| 16. fail | tale | tall | game | _____ |

B. Write these words in alphabetical order: *patience, prince, patients, prints*.

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Name _____

Remember

Remember that **prefixes** are word parts added to the beginning of a base word to change its meaning. Knowing the meanings of common prefixes will help you define unfamiliar words. Take a look at these examples:

sub- : under***mis-*** : wrongly***ex-*** : out***im-*** : not***tri-*** : three***co-*** : together

Read the base words below. Add a prefix from above to each word and read the word aloud. Then write a definition for the word you have created. Consult a dictionary to make sure your words are correct.

1. _____ pilot _____
2. _____ spell _____
3. _____ zero _____
4. _____ patient _____
5. _____ standard _____
6. _____ clude _____
7. _____ exist _____
8. _____ angle _____
9. _____ inform _____
10. _____ sect _____
11. _____ hale _____
12. _____ mature _____

Name _____

Latin Prefix	Meaning	Greek Prefix	Meaning
<i>non-</i>	not	<i>hydro-</i>	water
<i>pre-</i>	before	<i>mega-</i>	large
<i>dis-</i>	opposite	<i>geo-</i>	earth

Read each sentence. Write the meaning of each word in bold on the line provided. Use the information about prefixes in the box above to help you.

1. The chapter **preview** in our book told us we would be studying marine life next week.

2. A **megawatt** is a greater unit of power than a watt.

3. Some ancient civilizations used rivers to create **hydropower**.

4. My friends looked at me in **disbelief** when I told them I met a movie star.

5. The **geothermal** temperature is hotter near Earth's core.

6. Some people used to think it was **nonsense** to say Earth was round!

A

Number Correct: _____

Mental Division

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

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

A

Number Correct: _____

Division with Remainders

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

23.	$6 \div 2$	Q = _____ R = _____
24.	$7 \div 2$	Q = _____ R = _____
25.	$3 \div 3$	Q = _____ R = _____
26.	$4 \div 3$	Q = _____ R = _____
27.	$6 \div 4$	Q = _____ R = _____
28.	$7 \div 4$	Q = _____ R = _____
29.	$6 \div 6$	Q = _____ R = _____
30.	$7 \div 6$	Q = _____ R = _____
31.	$4 \div 2$	Q = _____ R = _____
32.	$5 \div 2$	Q = _____ R = _____
33.	$9 \div 3$	Q = _____ R = _____
34.	$9 \div 5$	Q = _____ R = _____
35.	$7 \div 7$	Q = _____ R = _____
36.	$9 \div 9$	Q = _____ R = _____
37.	$13 \div 4$	Q = _____ R = _____
38.	$18 \div 5$	Q = _____ R = _____
39.	$21 \div 6$	Q = _____ R = _____
40.	$24 \div 7$	Q = _____ R = _____
41.	$29 \div 8$	Q = _____ R = _____
42.	$43 \div 6$	Q = _____ R = _____
43.	$53 \div 6$	Q = _____ R = _____
44.	$82 \div 9$	Q = _____ R = _____

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.	$4,000 \div 5 =$	

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

Problem: Mr. Sullivan set up 30 rows of chairs in the gymnasium. If each row had 35 chairs, how many chairs did Mr. Sullivan set up?

Rows	Seats	Total Seats
1	35 seats	$30 \times 1 = 35$ seats
2	35 seats + 35 seats	$35 \times 2 = 70$
3	$35 + 35 + 35$	$35 \times 3 =$
4		
5		
6		
10		

As you work through this chart, you have to set up 35 rows. Do you see a pattern? Using this process, it would take a while you would have to do 30 rows. There is a much faster way to do this.

35 chairs are to go into 30 rows.

Video Help: <https://www.youtube.com/watch?v=ua8t-UJaUuM>

Work Space

Answer: Mr. Sullivan set up _____ chairs in the gym.

4th Grade Day 2

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

Problem: Isabelle's garden has 42 plants in each row. She has 2 rows of yellow corn and 20 rows of white corn. How many yellow corn plants have been planted? How many rows of white corn plants have been planted? How many rows of corn in all?

Step 1: How many **yellow** corn plants have been planted?

2 rows each with 42 plants

Work Space

Answer: She planted _____ yellow corn.

Step 2: How many **white** corn plants have been planted?

20 rows each with 42 plants

Work Space

Answer: She planted _____ white corn.

Step 3: How much did she plant altogether?

Answer: Altogether Isabelle planted _____ plants of corn.

4th Grade Day 3

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

Problem: A loaf of bread was cut into 6 equal slices. Each of the 6 slices was cut in half to make thinner slices for sandwiches. Mr. Beach used 4 slices. His daughter said, “Wow, you used $\frac{2}{6}$ of the loaf!” His son said, “No, he used $\frac{4}{12}$.” Who is correct?

Follow along with the visual pictures to answer the question.

Step 1. A loaf of bread was cut into 6 equal slices.

Loaf of Bread



Step 2. Each of the 6 slices was cut in half

Loaf of Bread



Step 3. “Wow, you used $\frac{2}{6}$ (color in step 1) of the loaf!” His son said, “No, he used $\frac{4}{12}$.” (Color in step 2) Who is correct? Look at the pictures. This is a tricky one.



See Primary-Source
Related Media...



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GRADE
4

Plants All Around

You walk into your uncle’s plant store, where you help out sometimes after school. The door’s locked, but you let yourself in with the key your uncle gave you. “Hello?” you call. There’s no answer, but you notice a note on the store counter. “I’m out to lunch,” it says. “Make yourself comfortable. I’ll be back in half an hour.” Half an hour, eh? Well, it looks like you’re all alone for the next 30 minutes. Or are you?

There aren’t any people there in the shop with you, but that doesn’t mean you’re the only organism in the place. You’re surrounded by others there in the plant shop—and who’s keeping you company? That’s right! Your uncle’s plants! They’re different from you in a lot of ways, but they’re organisms all the same, and plants are part of what makes our planet special. In fact, as far as we know, we’re the only planet that’s got ‘em. And we’ve got a lot of them—many more than there are in your uncle’s store. There are names for nearly 290,000 of them, but most scientists estimate that there are more than 350,000 kinds of plants on Earth. They come in all shapes and sizes, and they’re important parts of any environment.

Would you like to know more about your green and leafy neighbors, not to mention your short, fuzzy, mossy ones? Then go ahead. Relax, open up this issue of Science Studies Weekly, and read on. After all, you’ve got a half-hour before your uncle gets back from lunch.



Biography *Sir Ian Wilmut and Dolly the Sheep*

Can you imagine having two brothers who are exactly the same—not twins, but exactly the same—right down to the last cell? A scientist named Sir Ian Wilmut thinks this just may be possible one day. Dr. Wilmut uses a scientific procedure called cloning. Cloning is using cells from one organism to create an identical living organism.

Sir Ian Wilmut was born in 1944 in England. When he was a child he was interested in the outdoors and in farming. He studied farming, or agriculture, in college. He also learned

more about animals. This led to his career as an embryologist (a scientist who studies early stages of life).

In 1996, Dr. Wilmut cloned a lamb named Dolly using some cells from another sheep. Dolly was an exact copy of that sheep. She didn’t have a mother and a father, although some people might say that her “mother” was the sheep the cells came from. Dr. Wilmut named her after the country singer Dolly Parton! Sadly, Dolly died in 2003 of lung disease. Since 1996, scientists have cloned other animals. Do you think scientists will also clone humans?





Plants of the World

Who Needs Plants? Everyone!

Animals might get it in their heads that they're in charge around here. After all, they do most of the moving around and make most of the noise, don't they? The truth is, any animal that goes around thinking such crazy thoughts has another thing coming. Animals wouldn't be anywhere without Earth's plants! In order to live, all animals need nutrition that can only be found in plants. Even carnivores (animals that eat meat) need the nutrition that plants provide. Where do they get it? You guessed it—by eating animals that eat plants.

Different Places, Different Plants

If the temperature, weather, soil and animal life were the same everywhere on Earth, then Earth's plants might all be the same, too. As it is, each different place in the world has a different environment. Different environments, over time, have caused different plants to develop. For example, in dry deserts, you'll find plants that can stand months of harsh, direct sunlight. These are tough plants like cacti that don't need much water to survive. On the other hand, plants that need lots of water but can get by without a lot of light can be found in deep, wet forests. These are plants like mosses and ferns.

Plants are a little bit different everywhere you go, and whether it's soil, temperature, weather or light, there's always a reason for it.

So Sad You're Gone, Old Plant! See You Around!

If you have a recycling program in your community, your parents probably remind you to put recyclables in the recycling bin each week. But you'd have to be pretty good at recycling to be better at it than nature is, and nature does it without ever being reminded.

When they die, plants begin to break down slowly. Before too long they're not plants anymore, but just a pile of simple minerals and nutrients. If you've ever seen a banana on your kitchen counter begin to turn brown or an apple on the ground begin to get soft and rotten, then you've seen the process beginning. Soon, such bananas and apples will fade away into the rich minerals and nutrients that we're talking about. Those minerals and nutrients aren't just junk, either—far from it! They'll be the food for new generations of plants.



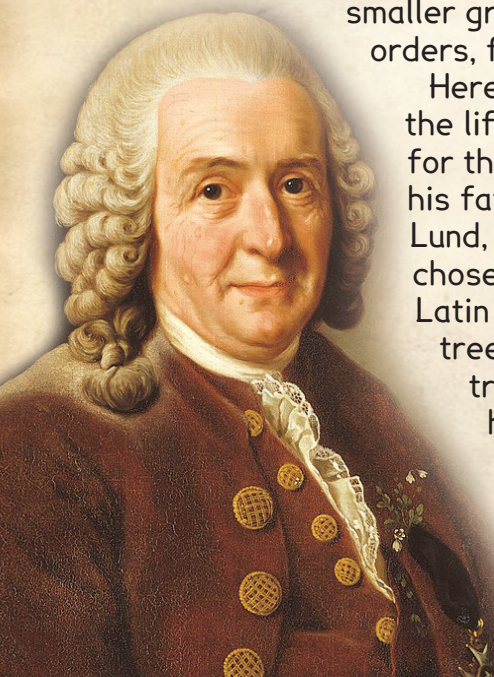
Animals rely on plants to survive.

Carl Linnaeus (1707-1778)

Spotlight

Carl Linnaeus was born in 1707. His dad was a smart guy, a student at the University of Lund in Sweden. Carl would grow up to study at the same university. But Carl would also study much more than the walls of the university could hold. He observed plants and animals all over Europe and created a system of dividing all living things into categories. He began by dividing all living things into two kingdoms (categories): "Animalia" for animals and "Vegetabilia" for plants. Both kingdoms were then divided into smaller groups called divisions, classes, orders, families, genera and species.

Here's another interesting fact from the life of the guy who created names for the groups of all living things: When his father entered the University of Lund, he didn't have a last name. He chose Linnaeus for himself. That's the Latin word for a tree called the linden tree. His family had a large linden tree growing on their property, and he must have liked the tree a lot to choose it for his last name.



Besides food, what other household products come from plants?

This Week's Question

You've found a lot of use for plants on your plate at dinnertime. But did you know that many other things that you use every day come from plants? This newspaper, for example, is made from plant materials—wood from trees. Even if you live in a brick house, the frame under the brick is made at least partly of wood. Some medicines, like aspirin, come from plants. Even some of the clothes you wear were made from plant fibers like cotton. Not many of those products look leafy and green like plants, but they come from plants all the same.

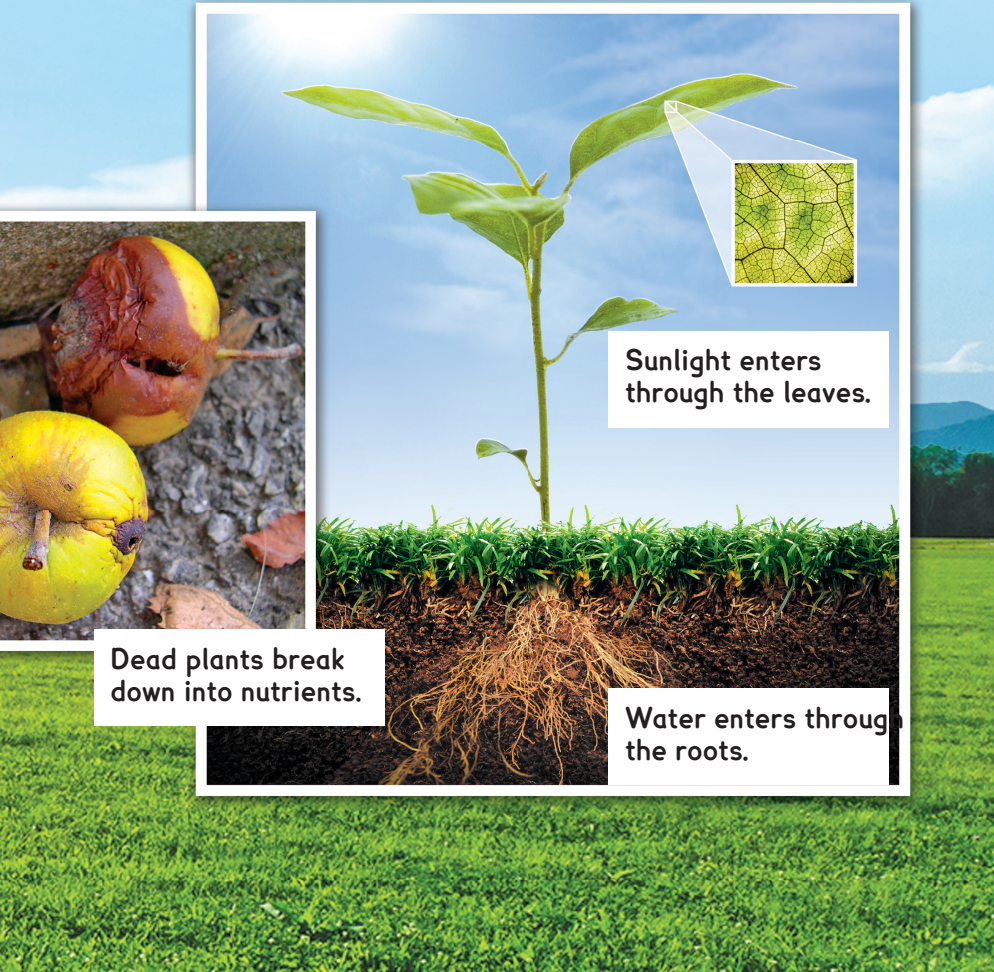


The breaking down of old plants into nutrients for new plants is called decomposition, and it happens to animals when they die, too.

**Photosynthesis—
It’s All about Energy**

You and I (and every other animal on the planet) make the energy we need by eating food. The food that we eat joins with the oxygen we breathe to create the energy we need.

Plants need energy too, but they don’t make it in the same way that animals do. Plants combine water, carbon dioxide and sunlight in a way that creates sugar—sugar that serves as energy for the plant. The process is called photosynthesis. Water comes in through a plant’s roots, and a plant’s leaves gather sunlight. Inside the plant is a chemical called chlorophyll. Chlorophyll makes the combination of water, sunlight and carbon dioxide possible. Chlorophyll also comes in only one color, and we bet you can guess what it is. (Here’s a hint: it’s why most plants are the same color.) Did you guess green? You’re a photosynthesis genius!



**Plants—It’s Tough
to Breathe Without ‘Em!**

Nutrition isn’t the only thing that plants provide for animals. Plants also help provide the air animals breathe. Think about how animals breathe. As they process oxygen during the breathing process, animals (like you) release carbon dioxide into the air. It’s kind of the same way with plants—they release something into the air as they process water and food. But it’s not carbon dioxide, and you ought to be glad it’s not! Carbon dioxide isn’t any good to breathe. Instead, plants release clear, ready-to-breathe oxygen into the air. Animals everywhere need it, and plants, as long as they’re around, are happy to oblige. A world without plants wouldn’t only be a drag to look at, it would also be tough to breathe in!



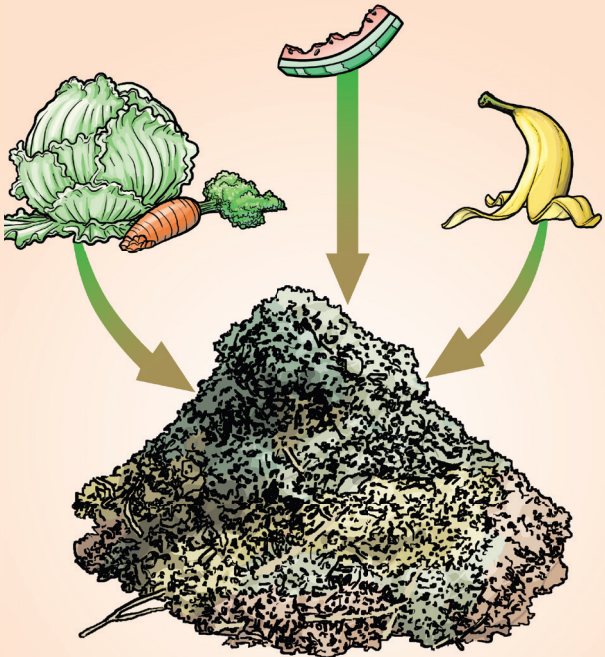
In the Lab

Recycling Your Garbage

As you’ve read in this issue, plants break down over time after they die. They rot away to become food for other plants. Many people make good use of nature’s hard work by using decaying plants to fertilize gardens and lawns. It’s called composting, and it’s easy to do. You can even try it yourself. Do this experiment in the spring, and you’ll have plenty of time to watch your plant matter decay.

With your parents’ permission, find a place in your yard where you can do your experiment. Away from the house is best. Once you’ve picked a place, start a compost pile by heaping up all the old vegetable parts you can find: watermelon rinds, orange peels, old lettuce, even some grass clippings. Form a pile of stuff like that, and let the pile sit for a couple of weeks. If you’ve got enough space, you can keep adding to the pile. (For our experiment, stick to vegetable matter. Don’t add any animal products like grease or bones.) Then stir up the pile with a shovel. In fact, every week or so, stir up the pile again.

If you’ve got a camera, take a picture of the pile each week. Notice any differences? How is the pile different after the first week? The second? Keep going from week to week, and soon you’ll have a front row seat to plant products that have decayed so much, that they look more or less like soil. If you’ve got a garden, you can work this stuff into the soil with a hoe, a rake or a shovel. It acts as terrific fertilizer.



Science, Then & Now

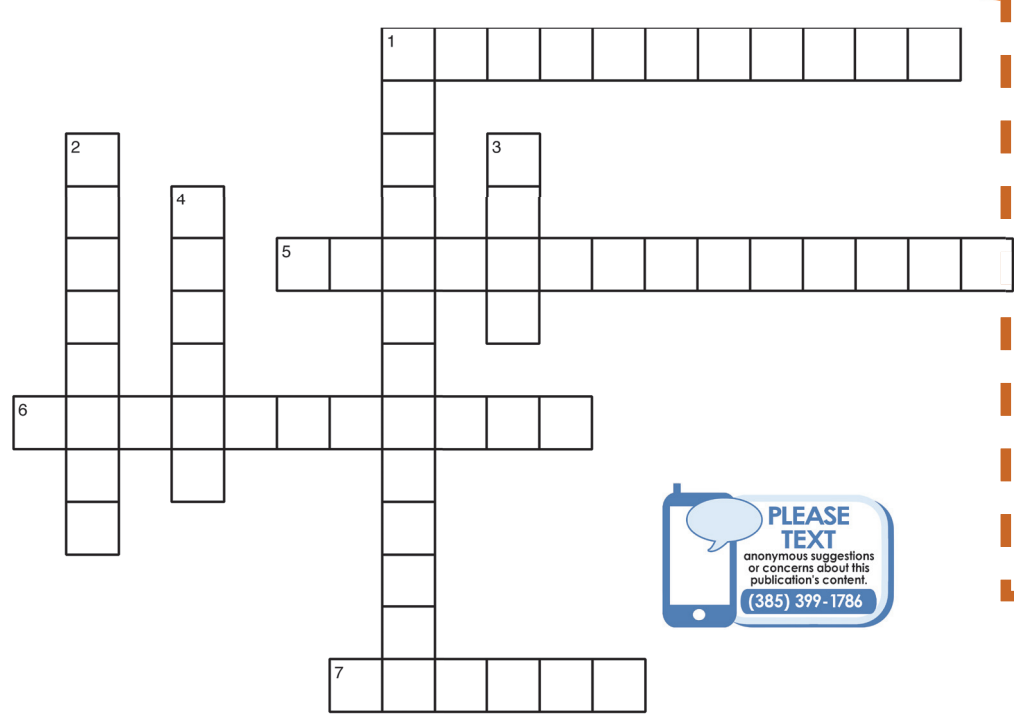
Get Organized

Over the years, people have come up with better and better ways to divide the Earth’s living things into categories. About 2300 B.C., a Greek philosopher named Aristotle divided all living things into two categories: things that move and things that don’t move. As you can imagine, most of the things that moved were animals, and most of the things that didn’t move were plants. As our knowledge of living things has grown, so has our need to find more categories for them. You read in this

issue about Carl Linnaeus. (See this week’s Spotlight article.) His system of dividing living things into categories may be more complicated than Aristotle’s, but it’s still being used today.



Name _____



- ACROSS
1.

a chemical inside the cells of a plant that helps in photosynthesis and gives most plants their green color
5.

the process by which plants create the energy that they need to grow
6.

the name that Carl Linnaeus gave to the world of plants
7.

long, broad parts of plants that gather light for photosynthesis
- DOWN
1.

a gas produced as a left-over product of animals breathing
2.

the last name of the Swedish scientist who created categories for all living things
3.

a product that comes from trees and is used to build things and make paper
4.

a gas produced as a left-over product of plants processing energy

Photosynthesis—Something’s Missing

Mini-Lab

Photosynthesis, as you’ve read in this issue, is the process that plants use for making energy from sunlight and water. But what happens if you take one of those elements away? Can photosynthesis happen? Follow the steps of this experiment, and you may find out.

- Materials
- bean seeds

• 3 plastic foam plates

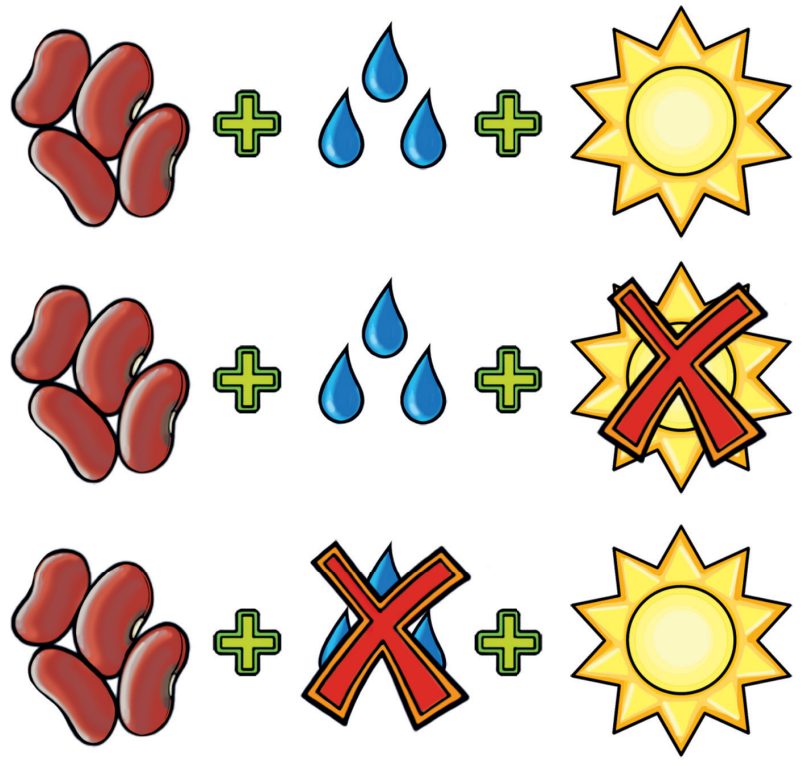
• 3 plastic bags

Directions

Place a few bean seeds on each plastic foam plate. Sprinkle two of the plastic foam plates with water, making sure to get the seeds nice and wet. Carefully put each plate inside one of the plastic bags to keep the water from evaporating and to keep out dust. Place one of the watered plates on a sunny windowsill. Place the dry plate on the same windowsill. Place the other watered plate in a dark place (like a closet or cabinet). You have now allowed the seeds on one plate to have plenty of light and water (everything a plant needs for photosynthesis). The other plates are each missing something essential. One is missing light, and one is missing water.

As the days go by, watch the seeds. Check on them once a day. Pay close attention to when things start

happening. Make notes and sketches in your science journal. After three weeks, talk about your experiment. What effect did the darkness seem to have on the beans in the closet? What effect did dryness have on the beans you didn’t water? What did you learn about photosynthesis from this experiment?



Web Resources: [wikipedia.org/wiki/decomposition](https://www.wikipedia.org/wiki/decomposition)—This is an article on decomposition that includes a slideshow of a peach decomposing over the course of six days. The photos were taken approximately 12 hours apart.

Let’s Investigate

This week we’ve been talking about Earth’s plants. There’s no way we could cover all the world’s knowledge about plants in just one paper, however. Thousands and thousands of books have been written about plants, and scientists still have questions. What questions do you have about plants? “Pick” one and get going—or should we say “growing”?

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

Alferd Williams

He couldn’t read this. Until 70.

LITERACY

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Choices, Choices!

Have you ever had to make a choice? Let me tell you about a choice that my friend had to make. The two of us were invited to a birthday party for a kid on our bus. He's a fifth grader, and we're the only fourth graders he invited, so we both knew that it would be a chance to show how mature we were. What's more, it was a sleep over. We talked over every detail for weeks, anticipating what our friends would say when they found out. And then trouble hit.

That same month, our fourth grade classes won the school fundraising contest, and the reward was that all fourth graders got to go to the local ice skating rink for free pizza, games and skating. We would be able to eat all the junk food we wanted, play games, even win cool prizes and of course ice skate. But the bummer of our reward was that it was on the same exact night as the birthday party we were invited to. We had to make a choice because we could not do both.

It was pretty easy for me to decide because I am not a good skater, and I really wanted to go to the birthday party. My friend, however, was in a pickle. There's nothing that he loves

more than ice skating. In fact, he's the best skater in our grade. We talked it over, and he decided to make a list of positives and negatives about his options to help him make a choice. On the positive side of the ice skating party was skating, of course, along with prizes, friends, food and games. The negative thing was missing the birthday party. The positives of the birthday party were hanging out with fifth graders, food, games and helping our friend celebrate his big day, while the negative was missing out on the ice skating party. After looking over his list, my friend decided he would give up ice skating and go to the birthday party. Suddenly, we remembered opportunity cost. We had been learning about it in school but had forgotten the lesson! When you make a decision that forces you to give up something else, the thing you give up is the opportunity cost. Choosing the birthday part meant he had to give up the opportunity to go ice skating. Ice skating was his opportunity cost. But it turned out OK. The birthday party was a blast, and we didn't miss skating at all.



Connections

Blueberry Blues

We Michiganians like to think of ourselves as friendly people, and we're usually glad to have visitors come to our state. A few springs ago, two very unwelcome visitors showed up on Michigan blueberry farms. The visitors have unusual names—Blueberry Shock and Blueberry Scorch—and blueberry farmers wish they had stayed away.

You've probably figured out by now that the "visitors" we're talking about aren't people. In fact, they are viruses that kill the leaves and flowers of blueberry plants. Plants that get the

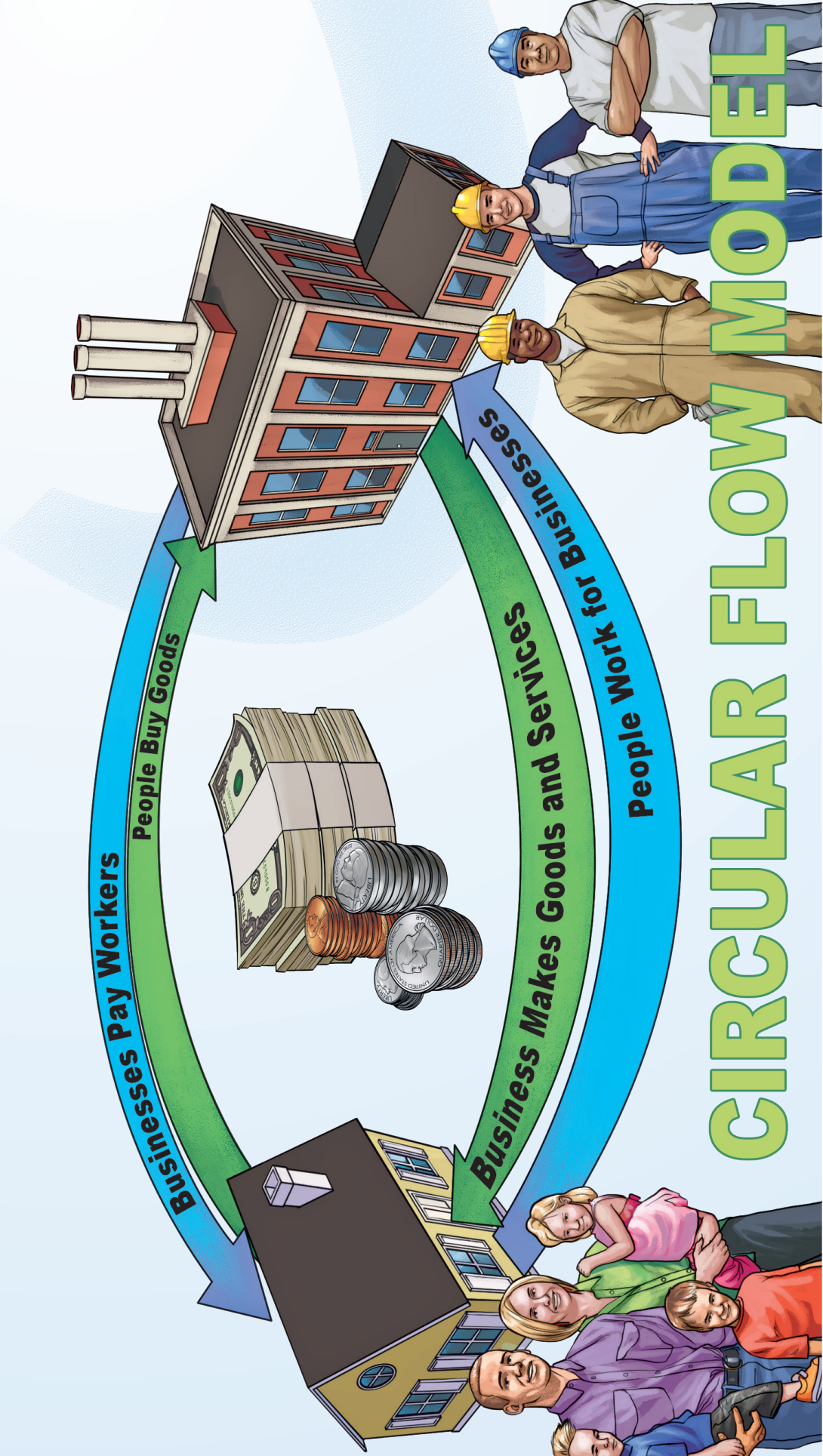
viruses produce fewer blueberries, and some plants have to be destroyed to keep the viruses from spreading.

Remember learning about supply and demand last week? In some places, the supply of blueberries was lower than usual. But people still wanted blueberries for their muffins and pancakes and just to eat by the handful. What do you think happened to the price of blueberries in those places? If you said the price went up, you're exactly right. Let's hope those unwelcome "visitors" aren't back again this year!



Circular Flow Model

Look at the graphic on this page. Does it remind you of a circle or a wheel? This wheel starts turning when you, the consumer, has a want or need. When this happens, you must decide how you can get what you want or need. Can you afford to buy it? You use your income to buy a good or service from a business, the producer. (Income is the money you earn, usually from working at your job.) When you spend your income to buy what you want, the business can hire more workers. With the money they earn, the employees can buy things they need or want. And businesses can use your money to buy more supplies to make their goods and services, so the money continues to flow around the wheel. This is the way a market economy — like the economy we have in the United States — works.



Kalamazoo

There really is a Kalamazoo? Look at the map on Page 4 to find it. Kalamazoo is one of the largest cities in southwest Michigan, with a population of about 74,000 people. Perhaps Kalamazoo is best known for its unusual name. Not only is the name fun to say, but it actually came from an American Indian word for the river that runs through the city. Kalamazoo also has two nicknames. It has been called "Celery City" because of the celery farms that once surrounded the town. It has also been called "Paper City" because of the large number of paper and cardboard mills located there.

But the name is not the only interesting thing about this city. The history of Kalamazoo includes the early people called the Mound Builders. Long before European settlers arrived in the area, this American Indian group lived in the southwest region of Michigan. They are known for building dirt mounds, which are believed to have been places where the tribe held meetings and ceremonies. Believe it or not, you can still see one of these mounds in Kalamazoo's Bronson Park.

Another interesting fact about Kalamazoo is that it was the home to one of the state's first public high schools. Central High School opened in 1858. The city now has four colleges and universities including Kalamazoo College, Western Michigan

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Michigan Places

University, Davenport College and Kalamazoo Valley Community College. Unless you're from Kalamazoo, you may not know about the Kalamazoo Promise. If you go to public school in the city from kindergarten through high school graduation and get good grades, you are eligible for a four-year college scholarship! The money comes from a group of anonymous donors who believe education is very important to their community.

water in a river. For example, if businesses stop making products, or are making fewer of them, people cannot spend their income to buy those goods. Then the business makes less money and cannot pay employees, who may lose their jobs and then will have less money to buy things. Can you think of another example of how the Circular Flow Model could get slow down? How about an example of how the flow of our economy on the Circular Flow Model would speed up?

Private and Public Goods

In our country, there are many kinds of things that money can buy. These fall into two categories—private and public goods. Private goods are items or services you can buy from a business with your own money. For example, let's say you go to the local farmer's market and buy a pint of blueberries. The blueberries are for your private use, and no one else can buy that pint of blueberries.

Public goods are different. Many public goods are paid for by taxes, not by individuals. Once a public good is used, it is still available for others. For example, if your family drives on a road, that doesn't mean no one else can ever drive on it. It's not like a quart of blueberries that wouldn't be available to anyone else after you bought them. Examples of public goods are libraries, fire and police protection, parks and roads. Your local, state or national government provides public goods like these. Brainstorm with a friend a list of some public and private goods in your school and your community.

Global Interdependence

The United States, including Michigan, has many wonderful natural resources. Other countries around the world have natural resources of their own that are different from ours. For example, some countries in the world have lots of oil underground, while the United States doesn't have enough to meet all our needs. The United States has lots of good farmland to grow food, while some desert countries can only grow small amounts of food.

So how do countries get the goods they do not have? The countries of the world trade for the goods that can't be made from their own natural resources. In this way, there is interdependence between countries. Interdependence is the word we use to describe how people in different places depend on each other for natural resources and goods.

The Mackinac Bridge

1957 - The Mackinac Bridge is completed, linking the Upper and Lower peninsulas.

The Mighty Mac

As early as 1888, business owners on Mackinac Island were talking about needing a bridge. After quite a few failed planning attempts and some pretty crazy ideas, the bridge finally was begun in May 1954. On Nov. 1, 1957, the bridge opened to traffic, right on schedule. The Mackinac Bridge, or Mighty Mac, is the



third longest suspension bridge in the world. The Mackinac Bridge is 26,372 feet long (about 5 miles), about 500 feet high and about 54 feet wide. The bridge weighs a total of 1,024,500 tons. No wonder we call it Mighty Mac!

Crossing the Bridge

Drivers pay a \$4 toll to cross the bridge, which helps pay for the care and upkeep of the bridge. More than 4 million cars cross the bridge each year. Stopping and U-turns are not allowed on the bridge, and the speed limit is 45 mph. If you are crossing the Mighty Mac and think it is moving back and forth, that is because it is! Wind, temperature and weight all cause suspension bridges to move. They're designed that way on purpose. On the Mackinac Bridge, the center span can move as much as 35 feet back and forth during extremely high winds.

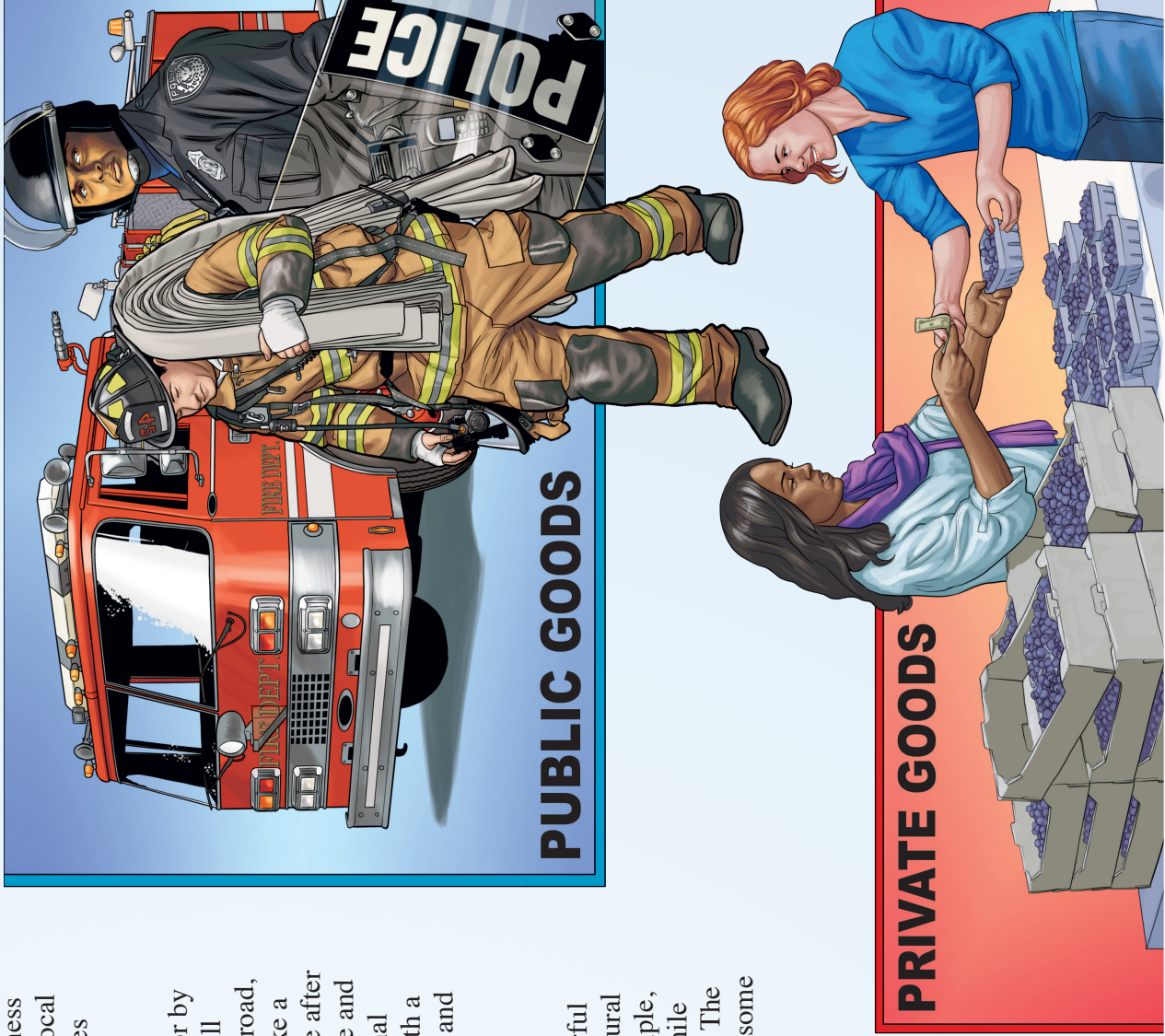


Bridge Walk

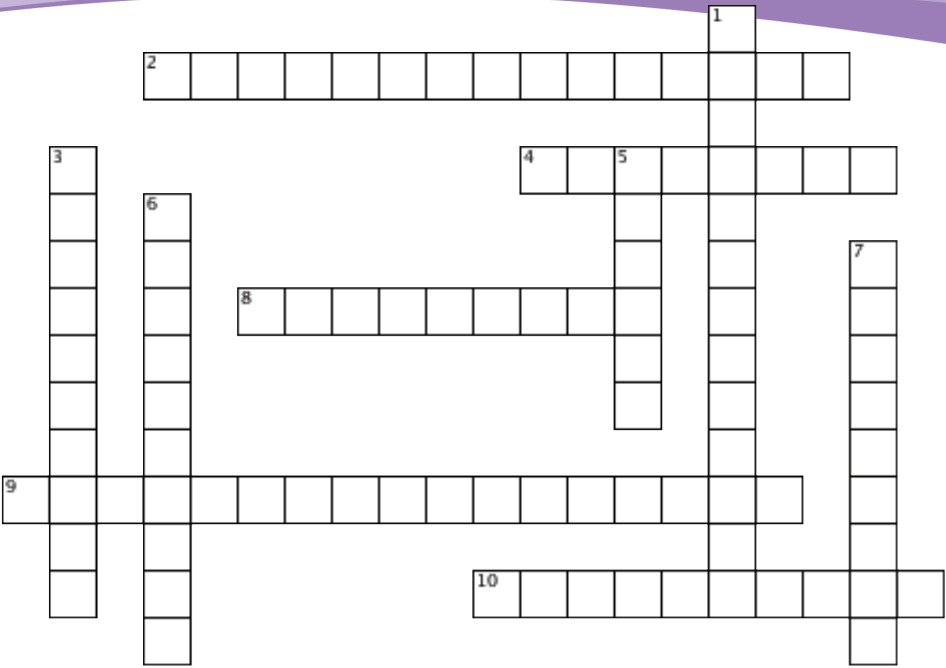
An interesting activity you can do on the bridge is the annual walk around Labor Day. Walkers start at the north end of the bridge in St. Ignace and end at the south end at Mackinaw City in the Lower Peninsula. People walk on one side while cars drive on the other. Can you find a classmate who has done the Annual Bridge Walk?

Words to Know

positive: something that is good or makes you happy
negative: something that is not a good thing or that makes you uncomfortable or unhappy
opportunity cost: the thing you give up when making a choice
private goods: things paid for and used by individuals
public goods: things available to all citizens; often paid for by taxes
income: the money earned, usually from doing a job
Circular Flow Model: a graphic organizer showing the relationship between consumers and producers in a market economy



Name _____



ACROSS

2. the thing you have to give up when making a choice
4. city at the north end of the Mackinac Bridge
8. Home to one of the first public high schools.
9. graphic organizer that shows the money moving in our market economy
10. The Mackinac Bridge links our state's Upper and Lower _____.

DOWN

1. American Indian group that lived in the Kalamazoo area
3. The Mackinac Bridge is this type of bridge.
5. money earned, often by working at a job
6. a nickname for Kalamazoo
7. nickname for the Mackinac Bridge

Traveling to the Mighty Mac

Look at the map. It shows many of Michigan's cities. The list below tells the number of miles from each city to the Mackinac Bridge.

- Sault Sainte Marie: 52 miles
Marquette: 161 miles
Lansing: 236 miles
Ironwood: 306 miles
Detroit: 295 miles
Flint: 230 miles
Grand Rapids: 238 miles
Grayling: 90 miles
Cadillac: 142 miles
Paw Paw: 293 miles

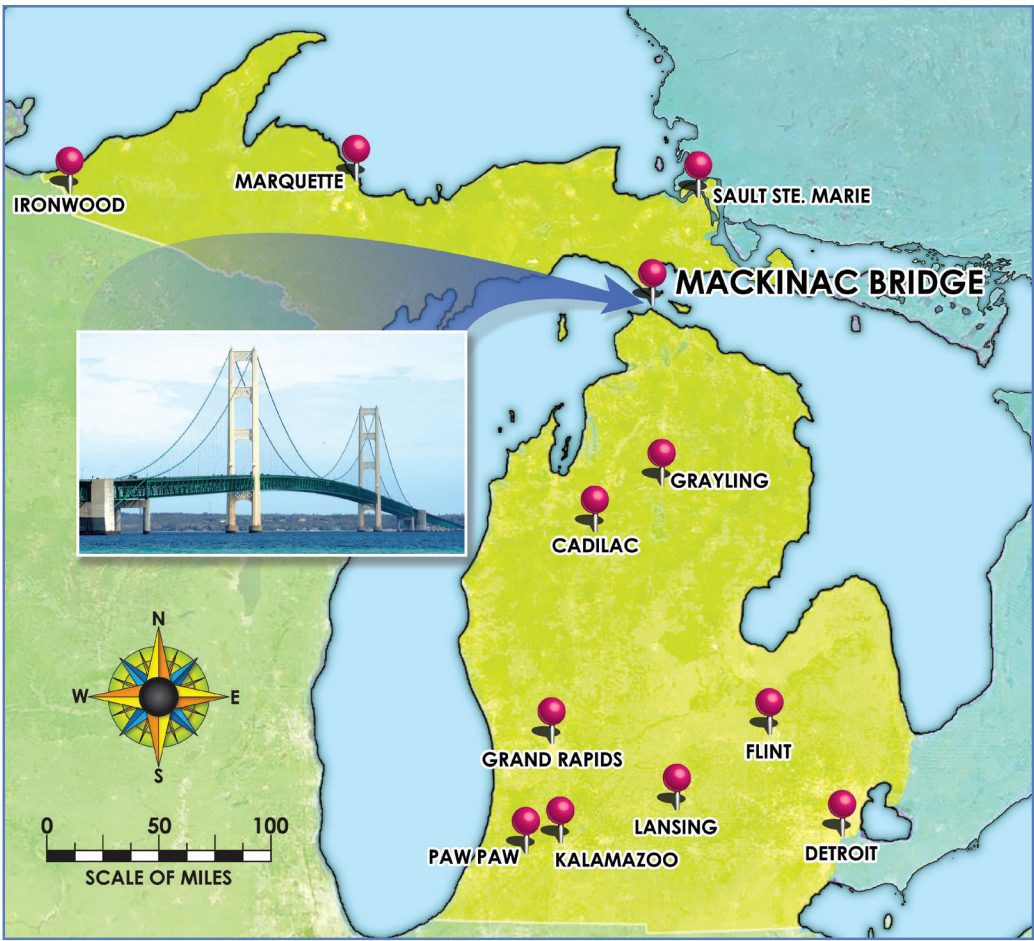
Work with a classmate and see if you can find each of these cities on the map. Circle the city in green. Then answer the following questions.

1. How far is it from Paw Paw to the Mackinac Bridge and then up to Sault Sainte Marie?

2. How much further is it to the Bridge from Cadillac than Grayling?

3. If you were on a scenic tour with your family and started in Lansing, drove to the Bridge, then to Ironwood, and all the way back to Lansing, how many miles would you have traveled?

Mapping & Charting



4. Which city in the Upper Peninsula on our list is closest to the Mackinac Bridge?

5. Which city in the Lower Peninsula on our list is farthest from the Mackinac Bridge?



Reason and Logic:
The Marshall Plan

When World War II ended in 1945, Europe was in ruin. Homes, schools and factories had been destroyed. Roads and railroad lines were gone and farmland was torn up by bombs. The war was over, but Europe still suffered. How would the United States respond to the pains of its European friends?

The United States could have left Europe to take care of itself, but Secretary of State George C. Marshall had other ideas. In 1947, he presented the Marshall Plan. The plan called for America to help Europe rebuild by giving money and materials. President Truman and Congress accepted the plan.

Over the next four years, the United States sent over \$13 billion in money and supplies to countries throughout Europe. To explain why he thought it

made sense for America to help, Marshall said, "In America we have not suffered the destruction of our homes, our towns, and our cities. We have not been enslaved for long periods, at the complete mercy of a conqueror. We have enjoyed freedom in its fullest sense." Many American soldiers lost their lives in the war. But our nation's cities, factories and farms were unharmed. What was our country's answer to the suffering in Europe when we had plenty of food, clothing, money and supplies? It was to give as much help as possible.

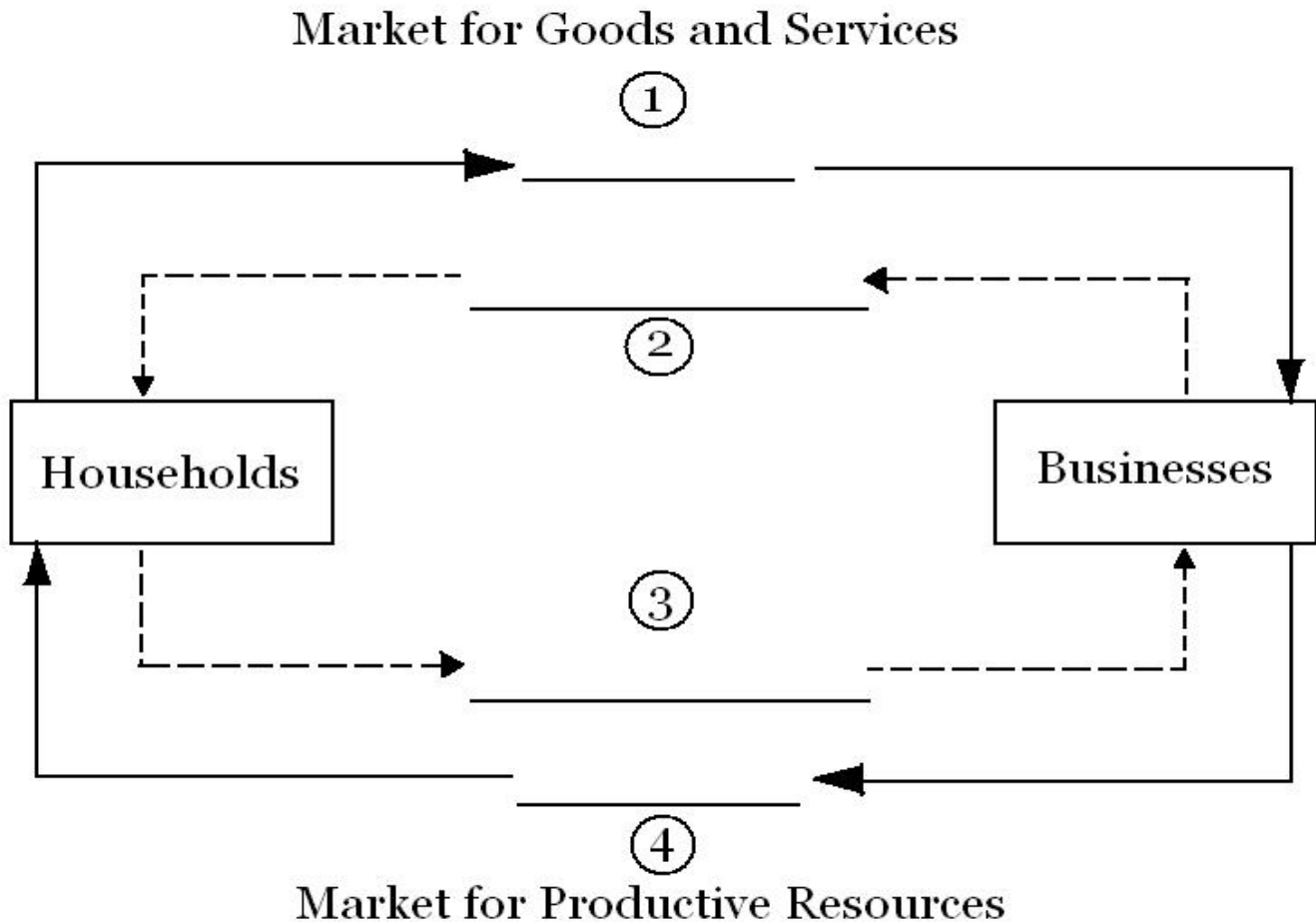
What did the United States gain by helping to rebuild Europe? It gained friendships, the ability to trade, and hope for a brighter future, in both Europe and America.

Michigan Studies Weekly Teacher Supplement

Name _____
Michigan Studies Weekly

Date _____
4th Quarter, Week 22

The Circular Flow Model below shows the market for goods and services. Read the sentences under the model. Write the correct number next to each sentence to show where it belongs on the Circular Flow Model.



_____ Businesses pay workers.

_____ Workers spend money on goods and services.

_____ People work for businesses and start new businesses.

_____ Businesses make goods and services.

Michigan Studies Weekly Teacher Supplement

Name _____

Michigan Studies Weekly

Date _____

4th Quarter, Week 22

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

5. Write about a time when you had to look at the positives and negatives of a choice to decide what to do.
6. How does unemployment make the circular flow model not work well?
7. List 3 facts you learned about Kalamazoo this week. Would you like to live there? Why or why not? (If you already do live in Kalamazoo, write about why you like living there or why you would rather live somewhere else.)
8. Why are public goods for everyone? Why are they not owned by one person or company?
9. Would you like to do the Mackinac Annual Bridge walk? Why or why not?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/25/20

ART APPRECIATION



Art is Everywhere. Let's Look for some!

DIRECTIONS:

ONLINE OPTION: Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

GALLERY: <https://www.youtube.com/watch?v=cLftKHybvV8>

OFFLINE OPTION: You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

ART APPRECIATION RESOURCES:

YouTube Videos:

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

Books:

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

Games:

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

[Mona Lisa Puzzle | Online Arts Game](#)

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

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 25th

Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

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!

[Family Fun Cardio](#)

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 some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

Fun Time Friday

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

[Hip Hop Routine](#)

Topic: Play a developmentally appropriate role in classroom management and positive school climate.

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on 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

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