

4th Grade

June 1 - June 5



Siblings

by ReadWorks



Mikey was eating breakfast on a Saturday morning when her mom came into the kitchen to ask where her older brother was.

"I don't know," she said. "He's probably playing video games." She slurped another mouthful of cereal off her spoon and heard her mom calling to Henry to get out of the basement for once. She turned the page of the book she was reading.

Henry had turned 16 a few weeks before, and since then, he had spent most of his weekends in the basement—there was an old TV set up with his video game console, a mini-fridge filled with sodas, and a beat-up, old futon their dad had in college. The washing machine and dryer were also located down there, and Mikey knew her mom hated it when Henry wouldn't leave the basement long enough for her to do the laundry in peace.

Their mom walked back into the kitchen and sat down across the table from Mikey.

"I just don't understand that boy anymore," she said. "Does he talk to you?"

"He stopped talking to me in the third grade, when he started coming home late on school

days," Mikey said. She shrugged and put her book down.

They used to be best friends, Mikey and Henry. They took their golden retriever Scout on long walks through the undeveloped forest area behind their house every day after school. They would pretend to be in Middle Earth, like the characters from the *Lord of the Rings* series (which Henry used to read obsessively). Mikey was basically interested in anything Henry was and happy to be Gollum or an orc or whatever evil creature Henry felt like vanquishing that day. (Scout was always on Mikey's side, because she had a disadvantage, being younger than Henry and the evil character.) When it got dark, they would make their way back through the trees to the wide lawn in the backyard of their house, and then in through the sliding glass doors to the kitchen for a snack. Henry liked to eat peanut butter sandwiches and would make three: two for him and one for Mikey. Their mom would come home a little while later, and they would pretend to be starving for dinner.

But at some point in the last year, everything changed. Henry started making plans with his friends after school, and the house would be empty-except for Scout-when Mikey was dropped off from carpool after school. Sometimes Henry didn't come home until after Mikey and her parents were already sitting down to eat dinner. It soon became Mikey's job to take Scout on a walk by herself, but it was becoming winter, and the sun was setting early, and Mikey was nervous to go into the undeveloped woods by herself.

"Really, Mom, the person it bothers the *most* is Scout. She absolutely hates having to walk on the streets in the neighborhood. Dogs were made for running around trees, not for walking on asphalt." Mikey shrugged again.

Her mom smiled at her sadly and reached across the table to take Mikey's cheek in her hand, but Mikey brushed it off quickly. She always did that when she felt sorry for Mikey.

"I'm sorry, sweetie," she said. "Do you want me and Dad to talk to Henry about Scout's predicament?"

Mikey shook her head emphatically. "He would just resent Scout," she said.

Her mom nodded. "Maybe. I'm sure he'll grow out of this phase soon."

Mikey picked her book up again. "I doubt it," she said.

Her mom stood up and left the kitchen. Sunlight was streaming in through the big windows that surrounded the room, and Scout was lying in a patch of warmth under Mikey's chair. She supposed this was how it would always be: her and Scout, hanging out and growing old

together as if Henry had never existed.

Suddenly, the whirring sound of the washing machine rose up from the basement. Henry walked into the kitchen and sat down where their mom was sitting before.

"Hey, Mikey," he said. "Want to take Scout on a walk?"

Mikey put her book down and smiled. "Sure," she said.

Name: _____ Date: _____

1. According to Mikey, where has Henry spent most of his weekends since he turned 16?

- A. in the woods
- B. with his sister
- C. in his room
- D. in the basement

2. What main problem does Mikey face?

- A. Her brother Henry does not spend much time with her anymore.
- B. Her brother Henry no longer makes her sandwiches after school.
- C. Her dog Scout does not want to go on walks on the streets in the neighborhood.
- D. She always has to pretend to be the bad guy when she plays with her brother.

3. Mikey looks up to her older brother Henry and likes being with him. What evidence from the passage best supports this conclusion?

- A. "They took their golden retriever Scout on long walks through the undeveloped forest area behind their house every day after school."
- B. "Scout was always on Mikey's side, because she had a disadvantage, being younger than Henry and the evil one."
- C. "Mikey was basically interested in anything Henry was and happy to be Gollum or an orc or whatever evil creature Henry felt like vanquishing that day."
- D. "They would pretend to be in Middle Earth, like the characters from the *Lord of the Rings* series (which Henry used to read obsessively)."

4. Why does Mikey tell her mom that Scout is most bothered by Henry not spending time with them?

- A. because Mikey thinks this will get Henry to spend time with her again
- B. because Mikey does not want to tell her mom how much she misses Henry
- C. because Mikey is worried about Scout's emotional well-being
- D. because Mikey wants her mom to tell Henry to take Scout on walks again

5. What is this story mostly about?

- A. a brother and sister who stay close friends as they grow up
- B. a girl who likes taking walks in the woods with her dog
- C. a boy grows up and develops new interests
- D. a girl who misses spending time with her brother

6. Read the following sentences:

"Really, Mom, the person it bothers the *most* is Scout. She absolutely hates having to walk on the streets in the neighborhood. Dogs were made for running around trees, not for walking on asphalt." Mikey shrugged again.

"I'm sorry, sweetie," she said. "Do you want me and Dad to talk to Henry about Scout's **predicament**?"

As used in this sentence, what does the word "**predicament**" mean?

- A. a difficult or unpleasant situation
- B. an argument with someone
- C. a question that is easy to answer
- D. a pleasant and enjoyable situation

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

_____, Mikey and Henry spent a lot of time together, but now Henry spends most of his weekends alone in the basement.

- A. Specifically
- B. Previously
- C. Although
- D. Finally

8. Why does Mikey have to take Scout on walks by herself now?

9. How has Mikey and Henry's relationship changed since Henry turned 16?

10. How has the change in Mikey and Henry's relationship affected Mikey? Identify and explain an example from the passage that shows how Mikey feels about her relationship with Henry.

Who Wants a Spiny Snack?

This article is provided courtesy of the American Museum of Natural History.

Not many animals! How the spiny puffer stays safe in the ocean



A shark glides through the warm water, searching for its next meal. It spots an ordinary brown fish swimming slowly in the clear waters ahead.

But as the shark approaches, PUFF-PUFF-PUFF! The fish puffs out into a round, spiny ball. The startled shark swims away. The pufferfish is safe for now - at least until the next shark or big fish swims by.



The ocean can be a dangerous place for small fish like the puffer. Its waters are full of predators like sharks, squid, and bigger fish that eat small fish. But pufferfish have adaptations that protect them from predators.



All animals have adaptations to stay alive. An adaptation is a body part or behavior that helps an animal live in its environment. Predators have adaptations that help them hunt. A shark's powerful, torpedo-shaped tailfin and sharp teeth are two adaptations.

Other animals have adaptations that provide protection from predators. These animals may be fast enough to escape predators. Or they might use camouflage, special patterns or colors that help them hide in their environment.



Can you find the flounder?

But some animals don't run or hide. They have bodies that are hard to eat. Just picture the sharp spines of a porcupine, hedgehog, or sea urchin. Few predators are large or tough enough to make a meal of those animals!



Porcupines have long sharp spines that protect them.

Some toads and snakes have their own way to discourage predators. They puff themselves up to look larger. The bigger an animal, the harder it is to catch and eat. Pufferfish combine both of these adaptations. They puff up AND they have long, sharp spines.

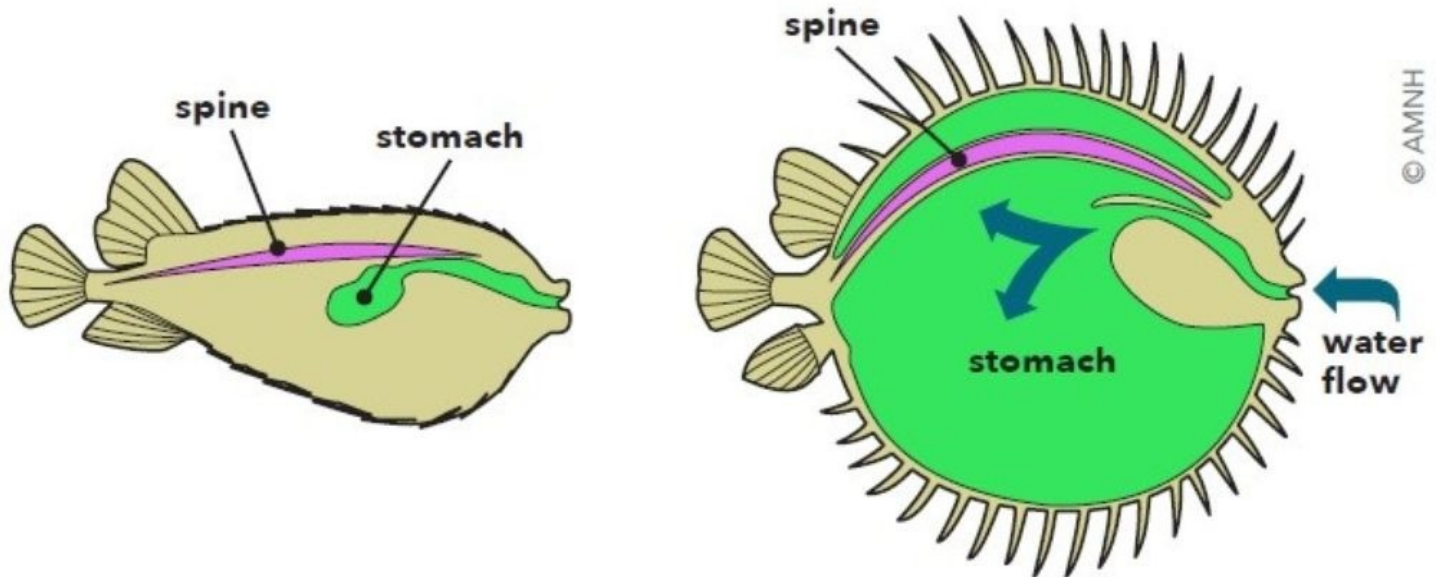


A pufferfish's skin is hard and covered with sharp spines.

Swimming along, a pufferfish looks like any other fish. But when it is threatened, it swells up suddenly like a big balloon. When this happens, it's easy to see why some people call it balloonfish. But this fish is no soft, squishy balloon. Its skin becomes rigid, with sharp spines sticking out in all directions. Usually these spines lie flat against the side of the fish. When the fish puffs up, the outer skin stretches out and pulls the spines up.

How does the pufferfish make this amazing transformation?

Despite its nickname, it doesn't blow itself up with air like a balloon. Instead, it fills up with water. The fish pumps a huge amount of water through its mouth into its stomach. Filled with water, its stomach becomes almost one hundred times larger. The stomach can expand like this because it's usually crumpled into many tiny folds. As water rushes in, the stomach unfolds. To make room for the swelling stomach, other organs like the liver and intestines are pushed to the side.



A spiny puffer can change from an ordinary-looking fish into a menacing spiny ball in a few seconds. Then only the biggest animals dare to eat it. The ocean may be full of dangers, but adaptations like sharp spines and puffing up help keep the puffer safe.

Name: _____ Date: _____

1. At the beginning of the text, what does the fish do when the shark approaches?

- A. It puffs out into a round, spiny ball.
- B. It swims away, startled.
- C. It swims slowly, searching for a meal.
- D. It attacks the shark with its spines.

2. What does the author describe in this text?

- A. why different kinds of sharks have different adaptations
- B. the different predators that are likely to hunt porcupines
- C. what happens when a predator eats a spiny pufferfish
- D. how a pufferfish puffs up into a round spiny ball

3. Read these sentences from the text.

"Some toads and snakes have their own way to discourage predators. They puff themselves up to look larger. The bigger an animal, the harder it is to catch and eat. Pufferfish combine both of these adaptations. They puff up AND they have long, sharp spines."

Based on this evidence, why might a pufferfish puff itself up?

- A. to try and convince a predator that the pufferfish is a toad or a snake
- B. to be able to hunt, catch, and eat other fish more easily
- C. to prepare itself to fight off a predator's attack
- D. to make the pufferfish appear difficult to catch and eat

4. Why might the author have included the images of the flounder and the porcupine?

- A. to force the reader to decide which animal looks more like the pufferfish
- B. to show the reader examples of different animals with adaptations that protect them from predators
- C. to suggest that the flounder and the porcupine would probably be better than a pufferfish at fighting off predators
- D. to prove that animals that live on land and animals that live in the ocean are very different from each other

5. What is the main idea of this text?

- A. The ocean can be a dangerous place for small fish like the pufferfish because its waters are full of predators.
- B. Predators like sharks have adaptations that help them hunt other animals.
- C. Many animals have sharp spines, including porcupines, hedgehogs, sea urchins, and pufferfish.
- D. Adaptations like sharp spines and puffing up help keep pufferfish safe from predators.

6. Read these sentences from the text.

"Swimming along, a pufferfish looks like any other fish. But when it is threatened, it swells up suddenly like a big balloon."

Why might the author have compared the pufferfish to a balloon with this simile?

- A. to hint to the reader that balloons also swell up when they are threatened
- B. to imply that balloons also look like normal fish when they are not blown up
- C. to help the reader understand what a pufferfish looks like as it swells up
- D. to suggest that pufferfish and balloons are similar in lots of ways

7. Choose the answer that best completes the sentence.

Predators have adaptations that help them hunt. _____, a shark's powerful, torpedo-shaped tailfin and sharp teeth are two adaptations.

- A. However
- B. For example
- C. As a result
- D. At first

8. What is an adaptation?

9. What is the purpose of a pufferfish's spines? Support your answer with evidence from the text.

10. Why might a large predator and a small animal that it eats have different adaptations?

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 _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning. Most statements can be changed to a negative form.
- If a sentence has a form of *be* or *have* as a main or helping verb, add *not* to make it negative. *Naomi is **not** coming to the party tonight.*

Rewrite each sentence by changing it to a negative form.

1. He does have dark hair.

2. I will go to bed early tonight.

3. I was glad that the day was over.

4. She does want to see the new action movie.

5. I have grown a lot in the past year.

Read this sentence from “The Game of Silence.” Underline the negative. Then rewrite the sentence that doesn’t contain a negative so that it contains a negative.

It filled her mind with the sound of falling rain, which was easy. Outside, it was not just raining but *pouring* down a drenching, cold, miserable, early summer shower.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning.
- Many verbs with *not* can be made into contractions: *do not/don’t*.
- There are other negative words that can be used in sentences, such as *never*, *no one*, and *nothing*.

A. Read each sentence. Underline the verb with *not*. Write the contraction for the words on the line.

1. I do not want to go to the carnival. _____
2. He will not see his friend all summer. _____
3. They tried, but they could not open the door. _____
4. The bear would not leave her cubs. _____
5. We have not gone on vacation in years. _____

B. Circle the negative word that correctly completes each sentence.

6. (Nothing/No one) is home right now.
7. The girls did (no/not) walk to school.
8. I wanted an apple, but there were (never/none) left.
9. She had (not/nothing) to do while she waited.
10. I have (no/never) been to Africa.



In your writer’s notebook, write a short paragraph about all the things you wish you could do in life. Underline each negative you include.

Name _____

- Do not use two negatives in the same sentence.
- You can correct a sentence with two negatives by removing one negative.
- You can correct a sentence with two negatives by changing one negative to a positive word.

Rewrite each sentence by dropping a negative or changing one negative to a positive word.

1. I do not know nothing about this book.

2. We didn't have no reason to complain.

3. She hasn't never tried to solve the puzzle.

4. There isn't no one here to help us.

5. We couldn't find the rare bird nowhere.



In your writer's notebook, write a short passage describing some things you don't like to do. Include at least three sentences containing negatives. Make sure to edit your passage for punctuation and capitalization.

Name _____

- A **negative** is a statement that means “no,” or the opposite of its regular meaning.
- Many verbs with *not* can be made into contractions.
- Do not use two negatives in the same sentence. You can correct a sentence with two negatives by removing one negative or changing one negative to a positive word.

Rewrite the paragraphs below, correcting mistakes in negatives and contractions.

HANDWRITING CONNECTION

Be sure to write legibly. Use proper cursive and leave appropriate spaces between words.

1. There is no way that no one could have had a worse day. First, I didn't have no money for lunch because I had left it at home. Then, I couldn't get to the bus on time after school, and it left without me. I probably won't never have a day like this again!

2. The wild horses couldn't find no water. They didn't not want to leave their grassy field, but they were thirsty. The stallion led the herd and wouldn't let the horses just go no where. He crossed the hill and found a stream where they wouldnt not be disappointed.

Name _____

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

(1) My family and I did _____ want to leave a single piece of trash on the beach. (2) When we were finished, _____ of the trash was left on the shore. (3) We will _____ forget how we felt when we saw the difference! (4) _____ can beat the feeling of seeing a clean beach!

(5) I wanted to go for a bike ride afterward, but my brother did not want to. (6) I could not believe he was tired already! (7) Since he was not in the mood for biking, I asked my friends instead. (8) I cannot remember having such an active day!

- | | |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Which negative word fits best in sentence 1?</p> <p>A never</p> <p>B no</p> <p>C none</p> <p>D not</p> | <p>5. Which two words in sentence 5 can make a contraction?</p> <p>F to go</p> <p>G for a</p> <p>H did not</p> <p>J not want</p> |
| <p>2. Which negative word fits best in sentence 2?</p> <p>A none</p> <p>B no</p> <p>C not</p> <p>D never</p> | <p>6. What is the correct contraction for the underlined words in sentence 6?</p> <p>A couldn't</p> <p>B could'not</p> <p>C couldn't</p> <p>D coun't</p> |
| <p>3. Which negative word fits best in sentence 3?</p> <p>F no</p> <p>G none</p> <p>H never</p> <p>J nothing</p> | <p>7. What is the correct contraction for the underlined words in sentence 7?</p> <p>F wan't</p> <p>G was't</p> <p>H was'not</p> <p>J wasn't</p> |
| <p>4. Which negative word fits best in sentence 4?</p> <p>A Never</p> <p>B Nothing</p> <p>C Not</p> <p>D No</p> | <p>8. Which word in sentence 8 can make a contraction?</p> <p>A cannot</p> <p>B remember</p> <p>C having</p> <p>D an</p> |

Name _____

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

- | | |
|----------------------------------|-------------------|
| 1. _____ | 1. discourage |
| 2. _____ | 2. disappoint |
| 3. _____ | 3. disbelief |
| 4. _____ | 4. distrust |
| 5. _____ | 5. disloyal |
| 6. _____ | 6. misplace |
| 7. _____ | 7. mislabel |
| 8. _____ | 8. mislead |
| 9. _____ | 9. misstep |
| 10. _____ | 10. misnumber |
| 11. _____ | 11. nonfat |
| 12. _____ | 12. nonfiction |
| 13. _____ | 13. nonsense |
| 14. _____ | 14. nonstop |
| 15. _____ | 15. unable |
| 16. _____ | 16. unplug |
| 17. _____ | 17. uncertain |
| 18. _____ | 18. uncomfortable |
| 19. _____ | 19. uncover |
| 20. _____ | 20. unclean |
| Review Words 21. _____ | 21. prince |
| 22. _____ | 22. weighed |
| 23. _____ | 23. bolder |
| Challenge Words 24. _____ | 24. mishap |
| 25. _____ | 25. unravel |

Name _____

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning. Knowing the meanings of the most common prefixes can help you to understand new words.

DECODING WORDS

In words that end in silent *e*, as in *misplace*, the *e* and the vowel before it must stay in the same syllable to decode it. Say the word aloud.

Read aloud and write the spelling words that contain the following prefixes.

unplug	disloyal	misstep	mislead	distrust
disappoint	misplace	nonfiction	disbelief	uncomfortable
nonstop	uncover	nonfat	unable	mislabel
uncertain	nonsense	misnumber	discourage	unclean

un-

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

mis-

7. _____

8. _____

9. _____

10. _____

11. _____

dis-

12. _____

13. _____

14. _____

15. _____

16. _____

non-

17. _____

18. _____

19. _____

20. _____



Work with a partner to find more words that contain prefixes. Read each word aloud. Record the words you find in your writer's notebook. Include words with the VCe pattern.

Name _____

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning. Knowing the meanings of the most common prefixes can help you to understand new words.

DECODING WORDS

In words that end in silent *e*, as in *misplace*, the *e* and the vowel before it must stay in the same syllable to decode it. Say the word aloud.

Read aloud and write the spelling words that contain the following prefixes.

unable	disloyal	misstep	nonsense	unkind
displease	misplace	distaste	uncover	nonfat
misnumber	unplug	unfair	disorder	nonstop
distrust	mislead	nonfiction	mislabel	unclean

un-

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

mis-

7. _____

8. _____

9. _____

10. _____

11. _____

dis-

12. _____

13. _____

14. _____

15. _____

16. _____

non-

17. _____

18. _____

19. _____

20. _____



Work with a partner to find more words that contain prefixes. Read each word aloud. Record the words you find in your writer's notebook.

Name _____

Read aloud and write the spelling words that contain the following prefixes.

unpredictable	disloyal	disappear	misstep	nonsense
disappointment	unable	misnumber	nonspecific	uncomfortable
mismanage	disbelief	unofficial	misfortune	discourage
uncertain	misheard	nonfiction	unnecessary	nonessential

un-

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

mis-

7. _____

8. _____

9. _____

10. _____

11. _____

dis-

12. _____

13. _____

14. _____

15. _____

16. _____

non-

17. _____

18. _____

19. _____

20. _____



Work with a partner to find more words that contain prefixes.
Read each word aloud. Record the words you find in your writer's notebook.

Name _____

discourage	disloyal	misstep	nonsense	uncertain
disappoint	misplace	misnumber	nonstop	uncomfortable
disbelief	mislabel	nonfat	unable	uncover
distrust	mislead	nonfiction	unplug	unclean

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

1. unsure _____
2. blunder _____
3. open _____
4. untrue _____
5. foolishness _____
6. lean _____
7. sadden _____
8. informational _____

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

9. Do not _____ the pot while cooking.
10. There is no reason to _____ that what I say is true.
11. Did you _____ your hat the other day?
12. The directions are confusing and will _____ you.
13. He listened to music _____ for hours.
14. The seat is _____ and makes me ache.
15. Do not _____ the answers on the test.
16. The _____ room was filled with dirt and dust.
17. I tried but I could not _____ her from going.
18. I do not want to _____ this as mine if it is yours.
19. She was _____ to finish her homework before dinner.
20. I watched the amazing circus act with _____.

Name _____

Underline the six misspelled words in the paragraphs below. There are three errors in each paragraph. Write the words correctly on the lines.

The ocean is a wonderful and interesting place. In fact, there are many things about sea life that we are still incertain about. Studying the sea will not desappoint you, for there are many surprises in the water. There is nonnstop activity beneath the surface.

If you are unnable to see the ocean for yourself, you can look at pictures of it in books. They will not misslead you. You will stare in dusbelief when you see the number of amazing creatures in the sea. You might even find one or two animals that you want to learn more about.

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

Writing Connection

Write about whether or not you like the ocean, and why. Use four words from the spelling list.

Name _____

Remember

A **prefix** is a group of letters added to the beginning of a word that changes the word's meaning. Knowing the meanings of the most common prefixes can help you to understand new words.

discourage	disloyal	misstep	nonsense	uncertain
disappoint	misplace	misnumber	nonstop	uncomfortable
disbelief	mislabel	nonfat	unable	uncover
distrust	mislead	nonfiction	unplug	unclean

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

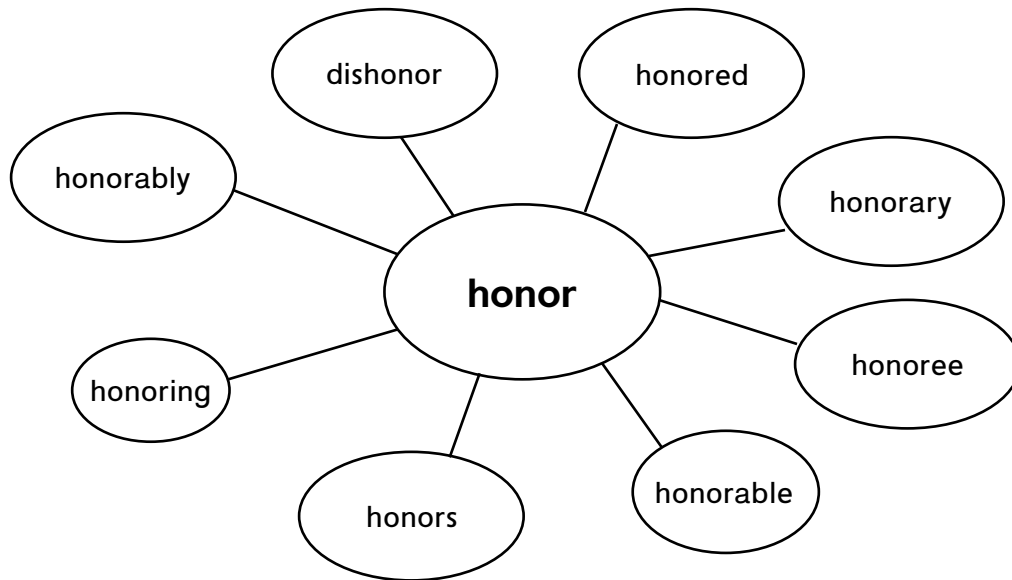
- | | |
|------------------|-----------------------|
| 1. _____ able | 11. _____ step |
| 2. _____ place | 12. _____ belief |
| 3. _____ fat | 13. _____ clean |
| 4. _____ appoint | 14. _____ fiction |
| 5. _____ sense | 15. _____ plug |
| 6. _____ lead | 16. _____ loyal |
| 7. _____ cover | 17. _____ label |
| 8. _____ number | 18. _____ comfortable |
| 9. _____ certain | 19. _____ courage |
| 10. _____ trust | 20. _____ stop |

B. Write these spelling words in alphabetical order. Alphabetize them to the fourth letter: *nonstop, misstep, misplace, nonfiction, mislead.*

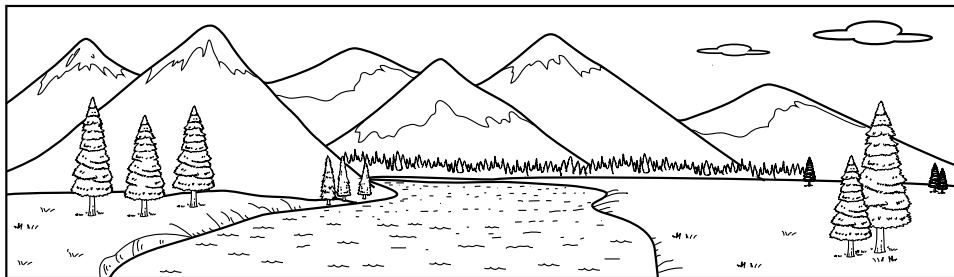
- | | |
|-----------|-----------|
| 21. _____ | 24. _____ |
| 22. _____ | 25. _____ |
| 23. _____ | |

Name _____

Remember that you can expand your vocabulary by adding inflectional endings, prefixes, and suffixes to a base word to create *related words* with similar meanings. Take a look at this example.



Choose a base word from “A Surprise Reunion.” Write it above the illustration. Add prefixes, suffixes, and inflectional endings to write as many related words as you can. Use a dictionary to help you read the words aloud.



_____	_____
_____	_____
_____	_____
_____	_____

Name _____

Complete each sentence below. Make sure your sentence shows the meaning of the underlined vocabulary word.

1. In our bathroom, Mom has just installed _____
2. One example of renewable energy is _____

3. The most incredible thing I have ever seen is _____
4. Something that dissolves in water is _____
5. It was merely a coincidence that Ty and Hassan _____

6. A more efficient way to write my report would be to _____
7. Dr. Carreras will magnify the cells with a _____
8. One of the consequences of staying up too late is _____

9. In her garden, Anna gathered a bouquet of _____
10. We converted the old barn into _____
11. Over the fireplace, there are portraits of _____
12. Most cars and trucks consume _____

B

Number Correct: _____

Improvement: _____

Squares and Unknown Factors

1.	$5 \times 5 =$	
2.	$5 \times \underline{\quad} = 25$	
3.	$2 \times 2 =$	
4.	$2 \times \underline{\quad} = 4$	
5.	$3 \times 3 =$	
6.	$3 \times \underline{\quad} = 9$	
7.	$1 \times 1 =$	
8.	$1 \times \underline{\quad} = 1$	
9.	$4 \times \underline{\quad} = 16$	
10.	$4 \times 4 =$	
11.	$6 \times \underline{\quad} = 36$	
12.	$6 \times 6 =$	
13.	$9 \times 9 =$	
14.	$9 \times \underline{\quad} = 81$	
15.	$10 \times 10 =$	
16.	$10 \times \underline{\quad} = 100$	
17.	$7 \times \underline{\quad} = 49$	
18.	$7 \times 7 =$	
19.	$2 \times \underline{\quad} = 8$	
20.	$2 \times \underline{\quad} = 16$	
21.	$2 \times 2 =$	
22.	$3 \times \underline{\quad} = 15$	

23.	$3 \times \underline{\quad} = 24$	
24.	$3 \times 3 =$	
25.	$4 \times \underline{\quad} = 12$	
26.	$4 \times \underline{\quad} = 28$	
27.	$4 \times 4 =$	
28.	$5 \times \underline{\quad} = 10$	
29.	$5 \times \underline{\quad} = 35$	
30.	$5 \times 5 =$	
31.	$6 \times \underline{\quad} = 24$	
32.	$6 \times \underline{\quad} = 48$	
33.	$6 \times 6 =$	
34.	$7 \times \underline{\quad} = 21$	
35.	$7 \times \underline{\quad} = 63$	
36.	$7 \times 7 =$	
37.	$8 \times \underline{\quad} = 32$	
38.	$8 \times \underline{\quad} = 56$	
39.	$8 \times 8 =$	
40.	$9 \times \underline{\quad} = 27$	
41.	$9 \times \underline{\quad} = 72$	
42.	$9 \times 9 =$	
43.	$9 \times \underline{\quad} = 63$	
44.	$10 \times 10 =$	

B

Number Correct: _____

Improvement: _____

Multiply Multiples of 10, 100, and 1,000

1.	$4 \times 2 =$	
2.	$40 \times 2 =$	
3.	$400 \times 2 =$	
4.	$4,000 \times 2 =$	
5.	$2 \times 4,000 =$	
6.	$3 \times 3 =$	
7.	$3 \times 30 =$	
8.	$3 \times 300 =$	
9.	$3 \times 3,000 =$	
10.	$2 \times 3 =$	
11.	$20 \times 3 =$	
12.	$200 \times 3 =$	
13.	$2,000 \times 3 =$	
14.	$3,000 \times 4 =$	
15.	$300 \times 4 =$	
16.	$30 \times 4 =$	
17.	$3 \times 5 =$	
18.	$30 \times 5 =$	
19.	$6 \times 2 =$	
20.	$60 \times 2 =$	
21.	$4 \times 4 =$	
22.	$400 \times 4 =$	

23.	$9 \times 5 =$	
24.	$900 \times 5 =$	
25.	$8 \times 4 =$	
26.	$80 \times 4 =$	
27.	$9 \times 3 =$	
28.	$9,000 \times 3 =$	
29.	$6 \times 7 =$	
30.	$6 \times 700 =$	
31.	$8 \times 7 =$	
32.	$8 \times 70 =$	
33.	$9 \times 6 =$	
34.	$9 \times 6,000 =$	
35.	$800 \times 8 =$	
36.	$9,000 \times 9 =$	
37.	$7 \times 700 =$	
38.	$6 \times 60 =$	
39.	$700 \times 8 =$	
40.	$9 \times 7,000 =$	
41.	$20 \times 5 =$	
42.	$5 \times 600 =$	
43.	$400 \times 5 =$	
44.	$8,000 \times 5 =$	

B

Number Correct: _____

Improvement: _____

Mental Multiplication

1.	$1 \times 6 =$	
2.	$10 \times 6 =$	
3.	$11 \times 6 =$	
4.	$1 \times 2 =$	
5.	$30 \times 2 =$	
6.	$31 \times 2 =$	
7.	$3 \times 3 =$	
8.	$20 \times 3 =$	
9.	$23 \times 3 =$	
10.	$5 \times 5 =$	
11.	$20 \times 5 =$	
12.	$25 \times 5 =$	
13.	$4 \times 4 =$	
14.	$30 \times 4 =$	
15.	$34 \times 4 =$	
16.	$4 \times 2 =$	
17.	$90 \times 2 =$	
18.	$94 \times 2 =$	
19.	$2 \times 3 =$	
20.	$40 \times 3 =$	
21.	$42 \times 3 =$	
22.	$43 \times 3 =$	

23.	$21 \times 4 =$	
24.	$121 \times 4 =$	
25.	$24 \times 2 =$	
26.	$124 \times 2 =$	
27.	$224 \times 2 =$	
28.	$324 \times 2 =$	
29.	$424 \times 2 =$	
30.	$3 \times 2 =$	
31.	$13 \times 2 =$	
32.	$213 \times 2 =$	
33.	$1,213 \times 2 =$	
34.	$2,113 \times 2 =$	
35.	$2,131 \times 2 =$	
36.	$2,311 \times 2 =$	
37.	$23 \times 4 =$	
38.	$53 \times 5 =$	
39.	$45 \times 3 =$	
40.	$36 \times 6 =$	
41.	$215 \times 3 =$	
42.	$125 \times 4 =$	
43.	$5,312 \times 2 =$	
44.	$1,235 \times 4 =$	

4th Grade Day 1

Problem: Fractions are all around us! Make a list of times that you have used fractions, heard fractions, or seen fractions.

Hint: This video is a great tool to learn fractions. The video is called Math Antics - Fractions Are Parts and can be found by searching it online.

<https://www.youtube.com/watch?v=CA9XLJpOp3c&t=77s>

Fractions Around Me	
1.	I see fractions when I divide up friends to play a game of football. We divide up into two teams.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

4th Grade Day 2

Problem: Mrs. Mueller cut quilt squares, and then divided them evenly into 8 piles. She decided to sew together 1 pile each night. After 5 nights, what fraction of the quilt squares was sewn together?

Hint: *Fractions can feel like they are confusing and they can be. What you need to know is that fractions have two numbers, a top number and a bottom number.*

*In this problem, the **top number** will be how many piles she sewn.*

*The **bottom number** is how many piles she had when she started sewing.*

Example: *I have **10** piles of cookies. My daughters ate **2** piles. What fraction of cookies did they eat?*

*They ate **2** out of the **10** piles.*

*Fraction = **2/10***

Draw out the problem. Make a picture with the number of piles and color in the ones she has sewn.

Answer: The fraction of what Mrs. Mueller has finished is _____

4th Grade Day 3

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

Problem: Mrs. Downey knew that the perimeter of the soccer field was $\frac{1}{6}$ mile. Her goal was to walk two miles while watching her daughter's game. If she walked around the field 13 times, did she meet her goal?

Hint: Drawing a picture is very helpful. In this problem, imagine filling up a carton of eggs. This carton is different because it can only hold 6 eggs. As you put eggs into it, you begin to see you are running out of space. Eventually, the carton will be full and you will need to get another carton.

Carton of eggs

X	X	

In this problem, Mrs. Downey has to go around the track 6 times to equal one mile. Imagine that is your carton of eggs. Everytime she walks around the track, you can check off one box. Mrs. Downey walked 13 times around the track.

1 Mile

2 Miles

3 Miles

Answer: Did Mrs. Downey walk the 2 miles? _____

How do you know? _____

Science Studies Weekly

Exploration

See Primary-Source
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GRADE

4

Earth's Wild Wonders

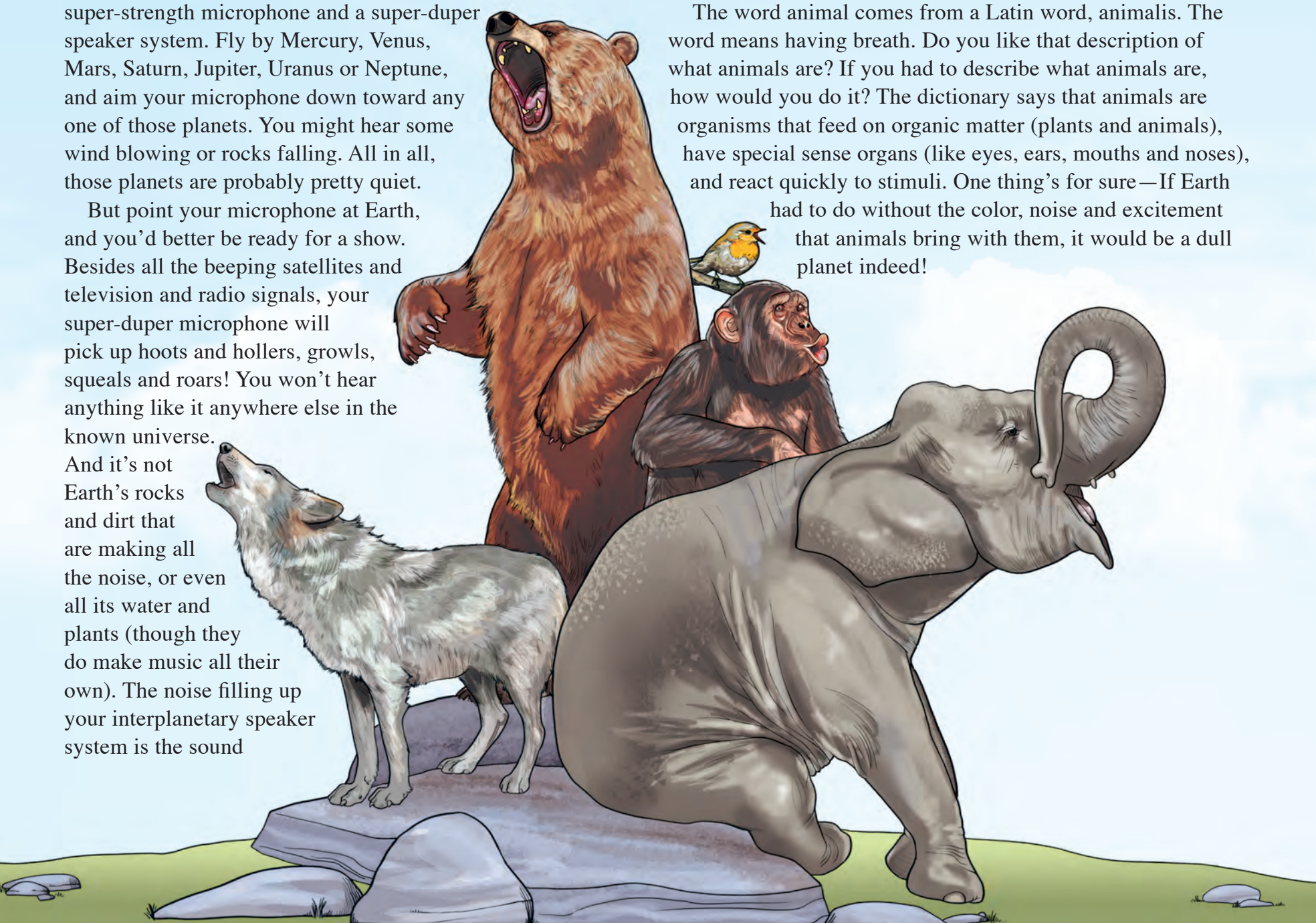
Imagine you're an alien in a starship, whizzing through space on a solar system tour. Your ship is equipped with a super-strength microphone and a super-duper speaker system. Fly by Mercury, Venus, Mars, Saturn, Jupiter, Uranus or Neptune, and aim your microphone down toward any one of those planets. You might hear some wind blowing or rocks falling. All in all, those planets are probably pretty quiet.

But point your microphone at Earth, and you'd better be ready for a show. Besides all the beeping satellites and television and radio signals, your super-duper microphone will pick up hoots and hollers, growls, squeals and roars! You won't hear anything like it anywhere else in the known universe.

And it's not Earth's rocks and dirt that are making all the noise, or even all its water and plants (though they do make music all their own). The noise filling up your interplanetary speaker system is the sound

of Earth's animals. From bears to snakes, from spiders to elephants, animals make this planet a one-of-a-kind wonder!

The word animal comes from a Latin word, animalis. The word means having breath. Do you like that description of what animals are? If you had to describe what animals are, how would you do it? The dictionary says that animals are organisms that feed on organic matter (plants and animals), have special sense organs (like eyes, ears, mouths and noses), and react quickly to stimuli. One thing's for sure—If Earth had to do without the color, noise and excitement that animals bring with them, it would be a dull planet indeed!



STEM One Intelligent D-O-G!



Are you a dog lover? If so, then you already know that dogs can be wonderful companions. They fill a wide range of roles in the lives of humans. They are terrific listeners and playmates for people of all ages. If you've ever seen dogs at work, you know that they can be hard-working, life-saving helpers, too. Service dogs help their humans by watching for dangerous situations, whether it's crossing the street in heavy traffic or watching for obstacles. They may help rescuers find people trapped in places after disasters. They may team up with police officers to find illegal drugs, or they may help veterans returning from wars adjust to life back at home.

Recent studies, however, have given us reason to believe that some dogs may know even more than we thought. Psychologists (scientists who study behavior) at Wofford College in South Carolina spent around three years training a border collie named Chaser. They discovered that she had the ability to recognize about the same number of words as a three-year-old child! That's right! So far, Chaser has learned to find and bring back 1,022 objects. These are objects that she recognizes as her toys. Even more impressive is that Chaser is able to categorize, or sort, her toys. No matter how you sort it, you have to admit that Chaser is one smart pup!



Traits of Different Animals

Backbones, Fur and Live Babies

Mammals come in all shapes and sizes, but they've all got a lot in common. On the inside, mammals have a heart with four chambers. They also have backbones and neck-bones. In fact, almost all mammals have the same number of neck-bones: seven. That goes for small mammals like mice and for huge ones like giraffes. On the outside, mammals have at least one obvious thing in common: They all have hair. Also, most mammal babies are born live, rather than hatching from eggs outside their mothers.

For a long time, scientists thought that early mammals were all tiny insect-eaters, not much bigger than mice. Now scientists know that some ancient mammals were much bigger. They have discovered 165-million-year-old fossils of mammals that were probably several feet long. In one

fossilized mammal's stomach, they found a fossilized baby dinosaur! Today, there are as many as 5,500 different mammal species.

Slithery Scales and Cold Blood

The first reptile, as far as scientists have been able to figure out, was a little fella about 20 centimeters long named Hylonomus lyelli. It lived 315 million years ago but looked a lot like modern lizards. Today, there are reptiles on every continent except Antarctica—as many as 8,000 species in all. They include crocodiles, alligators, turtles, snakes, lizards and more. Unlike other animals, reptiles don't create enough of their own heat to keep their body temperature steady. If a reptile's blood gets too cool, the reptile has to go sit in the sun. If it gets too hot, the reptile has to move into the shade or the cool water. For this reason, people say that reptiles are cold-blooded. There's an

advantage to being cold-blooded: Since the bodies of reptiles don't spend energy heating themselves up, they can survive on very little food. A snake, for example, might eat a mouse only once a month.

Wings, Beaks and Hollow Bones

You know how to recognize birds. They walk on two feet. (Scientists say animals who walk on two feet—like birds or humans—are bipedal.) Birds have feathers, beaks and wings. But did you know they also have hollow bones? Did you know 130 species of birds have become extinct during the time that people have been keeping track? And did you know there could be more than 10,000 species of birds in the world today?

The biggest bird is the giant ostrich, which can grow up to 9 feet tall! Its scientific name is *Struthio camelus*,



Jane Goodall (1934-present)

Spotlight

When Jane Goodall was a little girl, her father gave her a toy chimpanzee. She named it Jubilee. Her father never could have known that Jane would grow up to study real chimps—or that her 45-year study would make her world-famous.

Jane was always interested in animals. As a young woman she was asked to join a scientist named Louis Leaky on a trip to Kenya. Through Dr. Leaky, Jane began to study chimpanzees at a place called the Gombe Stream Chimpanzee Reserve. Her work at Gombe lasted for more than four decades. She studied chimps by living and working among them in the forest. At Gombe, Jane watched generations of chimp families grow up. Her life among them has been photographed for magazines and books and filmed for television programs. Because of these pictures and films, many of the chimps became almost as famous as Jane herself.

Today, Jane Goodall continues to write and speak about her studies. Her books and articles, written for children and adults, have made her one of the world's most beloved scientists.



What makes an animal a good pet?

This Week's Question

People have always enjoyed the company of animals. In some civilizations, animals have even been worshiped as gods. If you keep a cat or a dog as a pet, you're part of a tradition that goes back thousands and thousands of years. People have made pets of all sorts of animals, from snakes to monkeys, from raccoons to llamas. But the truth is that some animals naturally make better pets than others.

If you're looking for a great pet, start by thinking about the place where you live (and where the animal will live). Can the animal live happily in the amount of space that you can provide? Is the climate in your area the sort of climate where the animal naturally lives? Can you easily make food available to the animal, and will it be the sort of food that the animal likes to eat? Finally, is the animal the sort of animal that naturally gets along with humans? If you don't know the answers to these important questions, you can ask someone behind the counter at your local pet store. They hang around with animals every day.

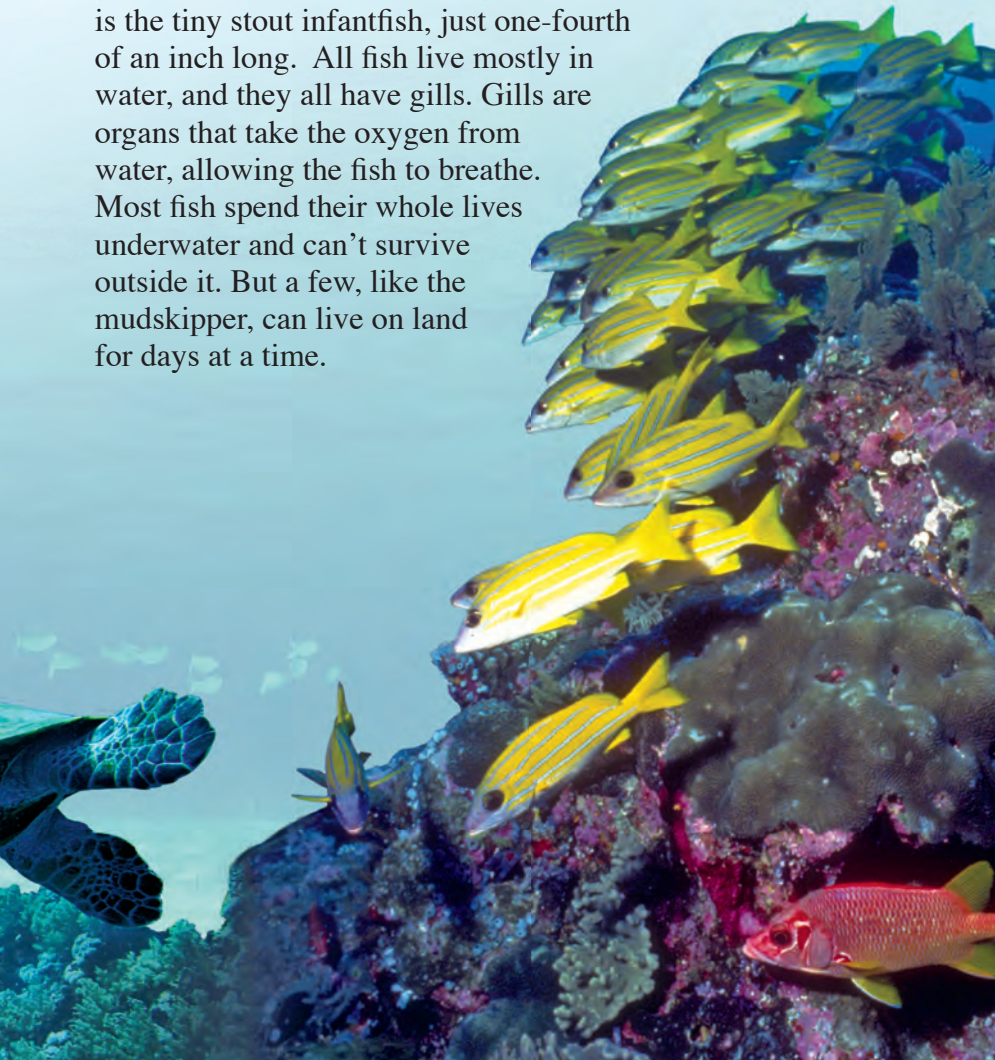


which means camel sparrow. The smallest bird is the tiny bee hummingbird. It weighs less than two grams! Hummingbirds can flap their wings up to 80 times per second, making them able to hover in mid-air and fly backwards! Birds have been around for millions of years, and most scientists believe that they descended from the dinosaurs.

Gills and Fins
in a Watery World

There are enough vertebrates (animals with backbones) on land to keep scientists busy studying for many lifetimes. But under the water there are even more. That might make sense to you, since there’s much more water on the Earth’s surface than dry land. But think of this: There are more kinds of fish than mammals, reptiles and birds all together—maybe as many as 29,000 species!

The biggest fish in the sea is the enormous whale shark. It can grow to more than 50 feet long. The smallest fish is the tiny stout infantfish, just one-fourth of an inch long. All fish live mostly in water, and they all have gills. Gills are organs that take the oxygen from water, allowing the fish to breathe. Most fish spend their whole lives underwater and can’t survive outside it. But a few, like the mudskipper, can live on land for days at a time.



And Now for the Slimy, Crawly Stuff

In this issue, you’ve read about fish, mammals, birds and reptiles. All combined, that’s more than 50,000 species! Nearly all of those are vertebrates, or animals with backbones. There are other vertebrates as well—amphibians, for example. Amphibians are animals that spend part of their lives in water and part of their lives on land. Frogs and salamanders are examples of amphibians.

If all those species of animals seem like a lot to think about, try this: Vertebrates make up only about 3 percent of the world’s total animal population! The remaining 97 percent are invertebrates—animals without backbones. They include worms of all sorts, jellyfish, sponges, starfish, insects, and more. How many species are we talking about? There are about a million insect species alone! Add to that about 80,000 mollusk species (snails, slugs and mussels are examples of mollusks) and 44,000 spider species, and you begin to get the idea.



In the Lab

Let’s Play ‘What’s Keeping You Alive?’

All animals have built-in systems for keeping alive and healthy in their environment. For example, animals that live in very cold climates often have fur or thick, insulating skin. Animals that live in danger from predators may be covered with markings that serve as camouflage. Here’s an activity that will get you thinking about the animals around you, and how each of them survives in its environment. All you need for the activity is something to write with, a few friends to talk to, and the grid on Page 4.

1. Ask around the classroom and find four friends who have pets. It’s more fun if the pets are different from each other. Look for people with snakes and lizards and fish, as well as dogs and cats.
2. Write the name of each pet and the kind of animal that it is in the boxes across the top of the grid, skipping the top left-hand corner box. Leave that box blank.
3. You should still have one box left over, in the top right-hand corner of the grid. In that box, write “me.”
4. Think of all the things that your animal might face in its environment. Think of rain, snow, heat, cold, hunger, other animals, disease, or anything else you can think of to describe the environment where the animals live. Pick four of those things, and write them in the boxes down the left side of the grid. Again, skip the top left-hand box. Just leave it blank.
5. Think of the ways each animal deals with each thing written on your paper. Write those things down in the grid-boxes beneath each animal. For example, if one of the animals you listed was a hamster, and one of the things listed in the left-hand column is “cold,” you might write down “fur” in the box where the “hamster” column and the “cold” row meet. Fill in all the boxes, including the boxes in the “me” column. You’ll be amazed at how many different ways animals stay alive and healthy in their environments!

Science, Then & Now

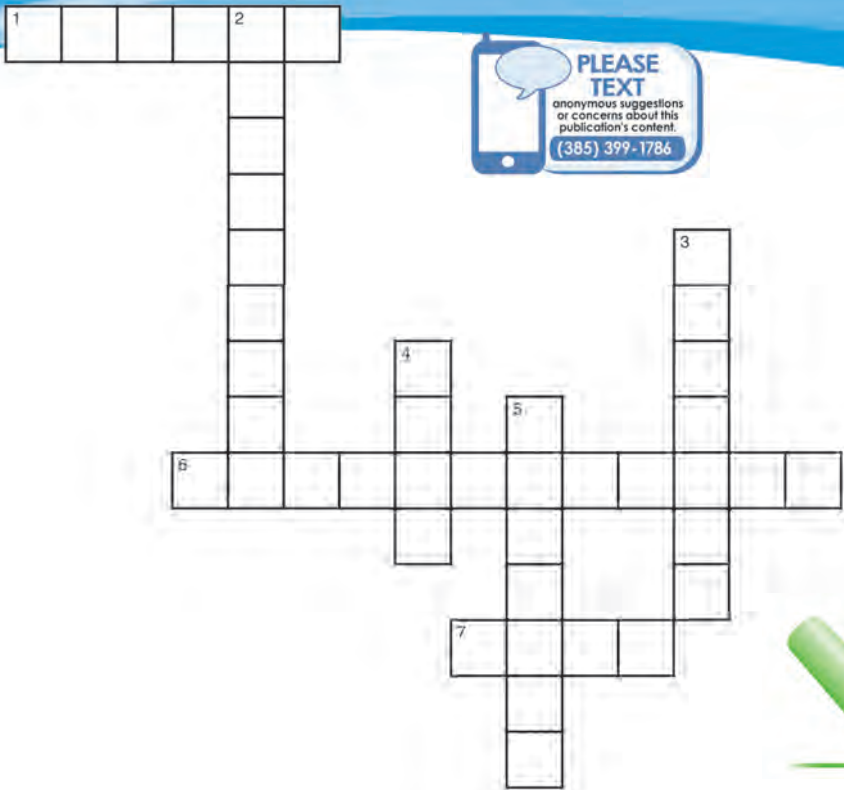
How did animals get to be the way they are? Here’s the story!

Ancient civilizations often made up stories to explain things that they observed in the world. One old story, for example, tells of how elephants all had short noses before a hungry crocodile caught one by the nose and stretched it into a long trunk.

Scientists know more today about animals and how they came to be the way they are. They know, for example, that many of the things that make animals special developed very slowly, sometimes over millions of years. They’ve discovered that things like elephant trunks, fish fins, tiger stripes and rabbit ears have come about gradually, as generations and generations of these animals have learned to adapt to their environments. Still, it’s fun to hear the old stories, and humans will probably keep telling them as long as there are animals to tell stories about.



Name _____



ACROSS

- 1. This kind of animal usually has hair and gives birth to live babies.
- 6. This kind of animal does not have a backbone or spine.
- 7. This kind of animal has gills for extracting oxygen from water.

DOWN

- 2. Frogs and salamanders spend part of their lives in water, making them this type of animal.
- 3. the last name of the woman who became famous for studying Chimpanzees at a place called Gombe
- 4. This kind of animal has hollow bones.
- 5. An early version of this kind of animal was called Hylonomus lyelli

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.

What’s Keeping You Alive?

Mini-Lab

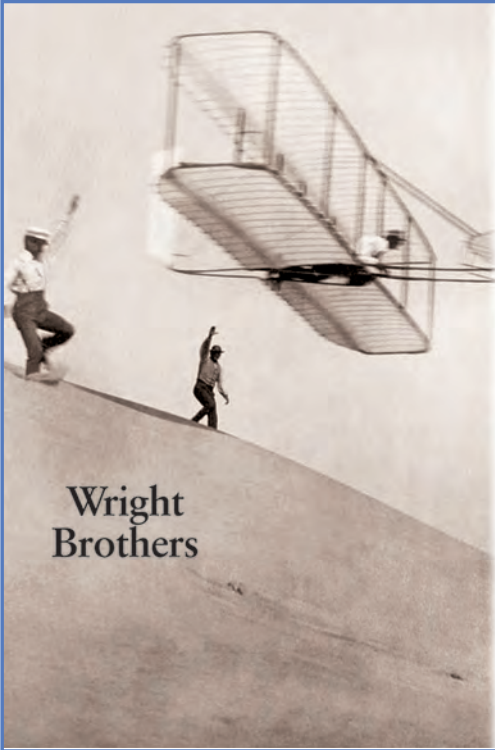
Pets

Environment					Me

Let’s Investigate

One of the toughest parts of being in a science fair is choosing a project. Never fear—we can help! Here are some great books and websites that can tell you everything you need to know about science fairs, including how to pick a cool project. “Crime-Solving Science Projects” by Kenneth Rainis shows you how to do everything from making fingerprints to analyzing fibers to comparing handwriting. Or check out “Yikes! Wow! Yuck! Fun Experiments for Your First Science Fair” by Elizabeth Snoke Harris. Here are the Web addresses for two of our favorite science fair sites: www.all-science-fair-projects.com/ and [www.sciencebuddies.org/science-fair-projects/ project_ideas.shtml](http://www.sciencebuddies.org/science-fair-projects/project_ideas.shtml). The rest is up to you!

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Science 4th Grade Studies Weekly

Week 6, Life Science

What's for Dinner?

Animals can be separated in one of three groups based on what they eat. Carnivores only eat meat. Herbivores only eat plants. Omnivores eat both meat and plants.

Using that information and what you know, tell whether you think the animal listed is a carnivore, herbivore or omnivore. Write C for carnivore, H for herbivore or O for omnivore.

1. lion _____
2. spider _____
3. squirrel _____
4. deer _____
5. sheep _____
6. falcon _____
7. monkey _____
8. frog _____
9. mouse _____
10. grasshopper _____

Name: _____ Date: _____

Science 4th Grade Studies Weekly

Week 6, Life Science

Awesome Animal Information

Did you know that the fastest land animal is the cheetah, which can run about 70 miles per hour? Just for fun, see if you can match the animal with the speed that it travels. Use what you know and compare answers with a friend.

Animal

1. cheetah _____
2. turtle _____
3. peregrine falcon _____
4. snail _____
5. chicken _____
6. penguin _____
7. giraffe _____
8. lion _____
9. human being _____
10. rabbit _____

Speed of Travel

- A. 2 mph walking
- B. 70 mph
- C. 2.5 mph walking
- D. 9 mph
- E. up to 200 mph diving
- F. 3-4 mph walking
- G. 50 mph
- H. 40 feet per hour
- I. 35 mph
- J. 35 mph running

Standards Covered: N/A



Commercial Competition

Do you love watching commercials on television? Probably not. In fact, sometimes it seems like there are advertisements everywhere. Television commercials interrupt your favorite cartoons. Billboards clutter the sky along the highway. You can't even listen to music on the radio without hearing advertisements. Why are companies always bothering you?

Simple: They are competing with other businesses for your money! Each business wants you to buy their good or use their service, so they use advertisements to help convince you that their business is the best choice. And companies pay big money to have their ads seen or heard by consumers.

While advertisements are effective, they are not the only way to earn customers. Businesses also have to care about quality control. The workers have to make sure the quality of a good or service is high by using good resources and carefully inspecting their products. For example, if you see a cool new toy on a commercial and convince your parents to buy it for you, the toy better be fun and not break the first time you use it. If it's boring or breaks easily, then the quality was poor and the business will not sell very many toys, in spite of all the advertising.

Businesses also compete with each other to offer the lowest prices to consumers. How do companies maintain the quality of their product while cutting the cost for the consumer to buy it? Some companies do what is called outsourcing jobs to other countries. It

seems that more and more businesses are having their products, or part of their products, made in countries other than the United States. That cuts the cost of production because most foreign employees earn less money for their work. Jobs are moved to countries where workers are willing to work for a small percent of what American workers make. In turn, the product costs much less to produce, so companies can sell it at a cheaper price.

Global competition has also affected businesses in Michigan. Some businesses in our state have closed because other countries could provide the same or similar products at a lower price. Cheaper labor, different resources and other factors allow countries around the globe to compete with Michigan businesses to earn consumers. Do you have any ideas about how to keep our Michigan companies competitive with businesses overseas? While it is a challenging economic problem to solve, you can do your part by getting a great education and being a hard worker.

While most consumers like paying less for goods, not many are happy with outsourcing jobs or losing our businesses to global competition. In this changing world, one way to help keep the U.S. economy strong is for our companies to continue to provide new jobs to replace the outsourced ones. On the next page you will read about some new careers in the areas of technology and clean energy.



Connections

Boom to Bust and Back Again

You may have heard people compare the recent economic recession (2007-2009) to the Great Depression of the 1930s. But what some people call the "Great Recession" actually had more in common with a depression in the 1890s and something called "boom and bust."

In the early 1890s, the U.S. economy grew quickly ("boomed") but couldn't keep growing at that rate. When many companies and the housing market failed, there was an economic "bust." The railroad industry had been booming since the end of the Civil War, but in the 1890s more than 150 railroad companies closed. Other industries that depended on the railroads closed, and many people lost their jobs. Over 500 banks closed. Thousands

of unemployed men marched to Washington, D.C., in 1894 to demand that the government take action to help families. Unemployment was over 10 percent for most of the 1890s. About one of every ten people had no job.

In the recent recession, the housing market slumped after several "boom" years. Some automakers went out of business and others filed for bankruptcy. The economy went "bust," just as it did in the 1890s. Hundreds of banks and thousands of businesses closed. The unemployment rate was about 8 percent—about one of every twelve people had no job.

Make a chart or Venn diagram that compares these two events in history.





Changes in Our Economy

New Jobs for a New Age

Have your grandparents or great grandparents ever told you about their first jobs? They may have worked on a farm or in a factory. But, the jobs your grandparents had are very different from the jobs many of today’s fourth graders will have when they finish school. Why? Advancements in technology and the widespread use of computers have changed employment. Our desire to develop cleaner energy and stop pollution is also changing the workforce of our state. Of course, we still have farmers and factory workers in Michigan, but, thanks to technology, they do their jobs very differently than they did 100 years ago.

Many of today’s jobs involve the use of computers and robotics. Computers are used to record, process and communicate information. While some computers take the place of human workers, other computer jobs require more skilled and educated workers to perform them. Many assembly line and manual labor jobs are now being

automated. That means that robots are putting products together and performing tasks that human workers used to do. So, employment has shifted from manual jobs to careers like engineering, software development and computer programming. These new careers involve building, using and maintaining computers for businesses. They also require a great deal of education and training. With the right training and education, you might just become the next big computer animator or video game designer.



Clean and Green

Another change in our economy was brought on by more interest in clean energy. Michigan is striving to become a leader in alternative energy, instead of using coal or oil that causes pollution. In fact, our state ranks very high in the amount of clean energy jobs it has. Thousands of people in our state work in this field. The number of clean energy jobs has increased in Michigan, when employment in other industries has declined. So what is clean energy and how does it help reduce pollution? Clean energy includes energy from resources like solar and wind power. These forms of energy are environmentally friendly and do not pollute the air, land or water. Also, unlike coal and oil, clean energy resources such as the sun and the wind will never run out.

Production of “green” or environmentally friendly building materials and hybrid vehicle engines also provides jobs in Michigan. Making solar panels, chemical-free insulation and battery operated cars put people in our state to work while making Michigan a healthier place to live. These new energy careers will not only keep many citizens employed, but will also help end our dependence on oil and decrease carbon pollution that threatens our natural resources.

Changes in technology and resources have changed jobs in Michigan and the world. In today’s economy, employers are looking for critical thinkers and problem solvers. Businesses want employees who are capable of working with new technology and adapting to new situations. Study hard and do your best in school so you can be a worker of the future!

Words to Know

- technology:** creation and use of scientific ideas and methods to make life easier
- robotics:** use of computer-controlled robots to perform manual tasks
- automated:** to be operated or controlled by a computer instead of a human
- clean energy:** energy that does not pollute the environment
- decline:** to decrease or become less
- hybrid vehicle:** a car that uses less gas and can run on a rechargeable battery

Economics

Starting a Business

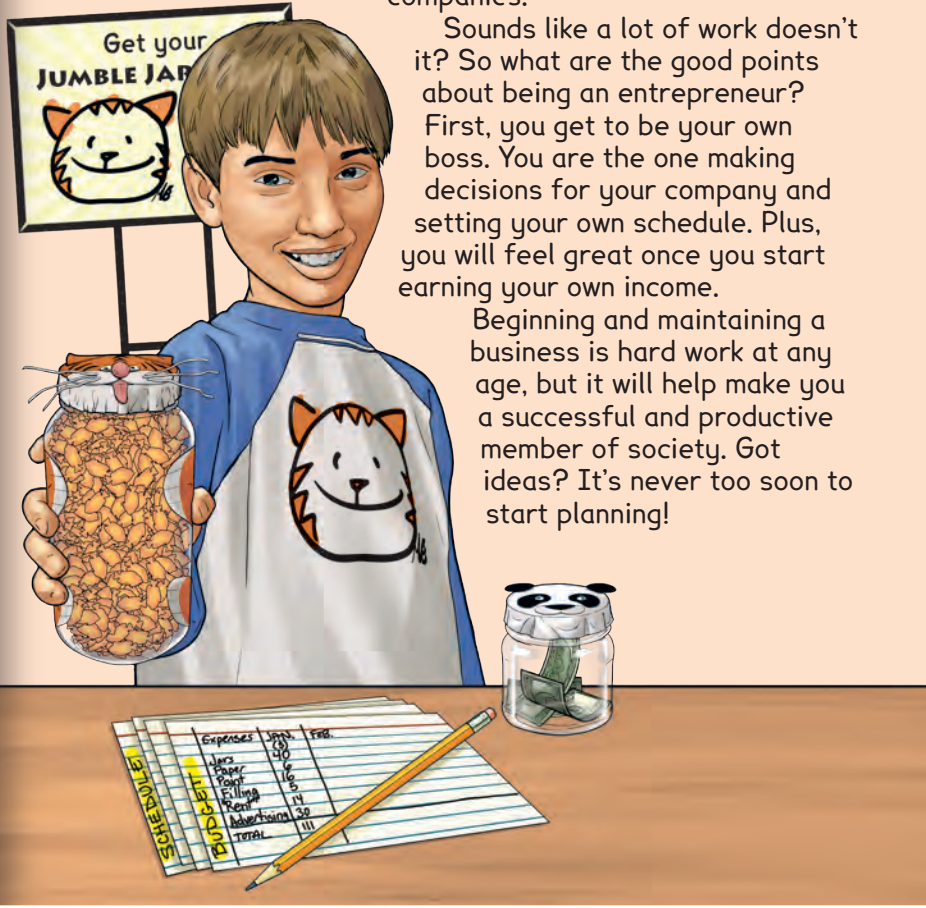
Have you ever thought about starting your own business? People who start their own companies are called entrepreneurs.

The first step in starting your own business is deciding what your strengths are. Not the strength like how much weight you can lift, but the things you are good at. Your hobbies are a great place to get ideas because you enjoy doing those activities already. Next, you will need to get organized. Being organized means gathering your materials, following a schedule and making a budget. Last, you need to get to work making your product or offering your service to consumers. Come up with a company name or logo, make fliers and distribute them to friends and neighbors, and make sure you are committed to your product or service.

Getting a business going requires quite a few life skills in addition to the materials. You need to have patience and persistence to not give up when business is slow. You need problem-solving skills to figure out how to bring in more customers. Maybe you need to advertise more or adjust your price. And don’t forget about cooperation, a very important life skill. A good business owner has to be able to cooperate with employees and work with other companies.

Sounds like a lot of work doesn’t it? So what are the good points about being an entrepreneur? First, you get to be your own boss. You are the one making decisions for your company and setting your own schedule. Plus, you will feel great once you start earning your own income.

Beginning and maintaining a business is hard work at any age, but it will help make you a successful and productive member of society. Got ideas? It’s never too soon to start planning!



Citizenship Help Your Family Save Money

Now that you know more about the economy and earning an income, you might want to think about ways you can help your family save money. Since everyone’s income is limited, it is important to spend it wisely. Look at the list of money-saving ideas below. The pro, or good thing, about each idea is that you save money. Discuss the cons (the not-so-good things) about each with a partner or small group. Decide if the idea will save you enough money to outweigh the bad parts. We included a blank row in the table below, in case you and your friends think of another money-saving idea. At home, talk to your parents about your money-saving ideas.

Money-Saving Idea	Cons (Negatives)
Use coupons when grocery shopping.	Finding the coupons takes time, and it may take more time to shop when you have to look for specific brands.
Buy clothes at a garage sale or discount clothing store.	You use gas as you drive around looking for garage sales and bargain stores.
Switch to energy-saving appliances and light bulbs to cut the cost of the electric bill.	Energy-saving appliances and light bulbs may cost a little more at the cash register.

Lighting the Way

Michigan has the most lighthouses of any state in the United States—over 100 lighthouses. Michigan’s first lighthouses were built in the early 1800s. The first lighthouse in Michigan (1825) was a wooden building near Port Huron on the St. Clair River, named Fort Gratiot. It was wrecked in a terrible storm in 1828, but was rebuilt the next year. Lighthouses were needed to light the waterways at night and were landmarks during the day to help freighters and passenger ships traveling on the waters of the Great Lakes.

Many citizens in Michigan are concerned that the lighthouses in our state will not be preserved. Your parents can buy a Lighthouse License Plate for your car with a picture of the red and white striped White Shoal Lighthouse on it, along with the legend “Save Our Lights.” The money earned from these license plates will help preserve our valuable resource for the future generations!

Did You Know?



Commander McDivitt



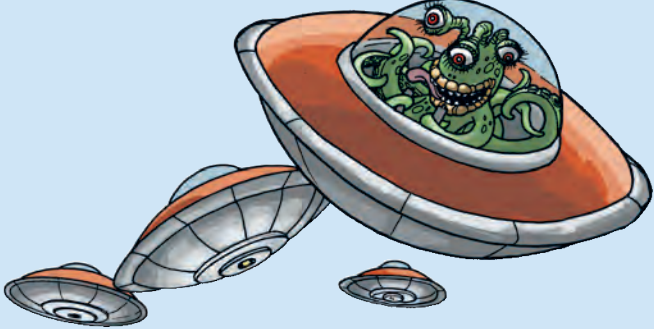
1965 - Michigan’s first astronaut commands the Gemini IV mission

Commander McDivitt

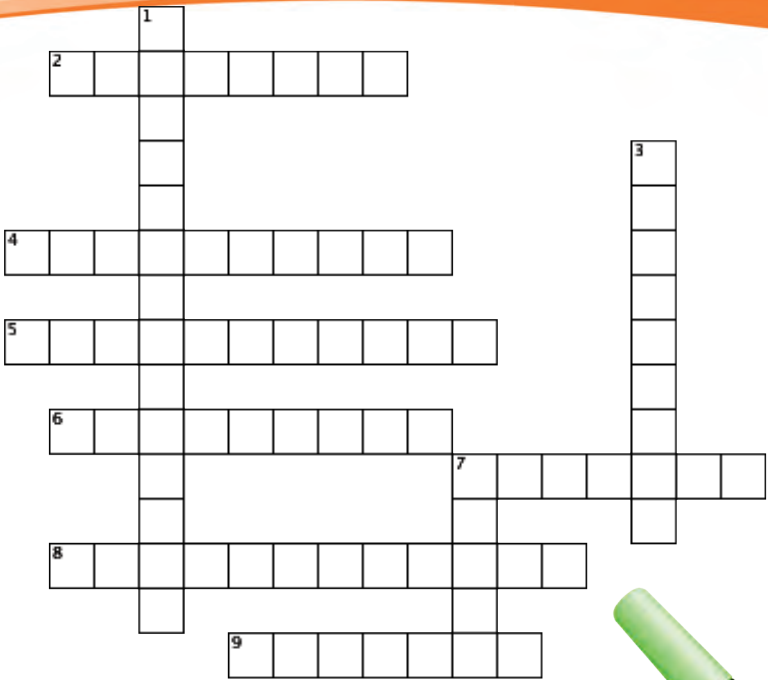
James Alton McDivitt from Jackson, Michigan, was the first astronaut from Michigan. He was born in Chicago in June 1929. James graduated from Kalamazoo Central High School and went on to Jackson Junior College. He continued his education at University of Michigan, graduating first in his class with a Bachelor of Science degree in aeronautical engineering. James joined the Air Force in 1951 and became an astronaut for NASA in 1962.

Spotting a UFO?

In 1965, McDivitt commanded the four-day mission on Gemini IV, in orbit about 150 miles above the Earth. Something interesting happened during the flight on the second day. Commander McDivitt reported seeing a strange object in space. Some people believe his report and photo of the object mean that he may have seen a UFO (unidentified flying object) while on a NASA mission!



Name _____



- ACROSS
2. last name of Michigan's first astronaut

4. Michigan lighthouse featured on a license plate

5. having some work or jobs done overseas

6. Many jobs today require the use of these.

7. Clipping these saves money at the grocery store.

8. someone who starts his or her own
- business
9. to decrease or become less
- DOWN
1. These help convince consumers to buy certain products.

3. Clean energy helps to reduce this.

7. This type of energy includes solar and wind energy.

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.

Mapping Pollution in North America

Mapping & Charting

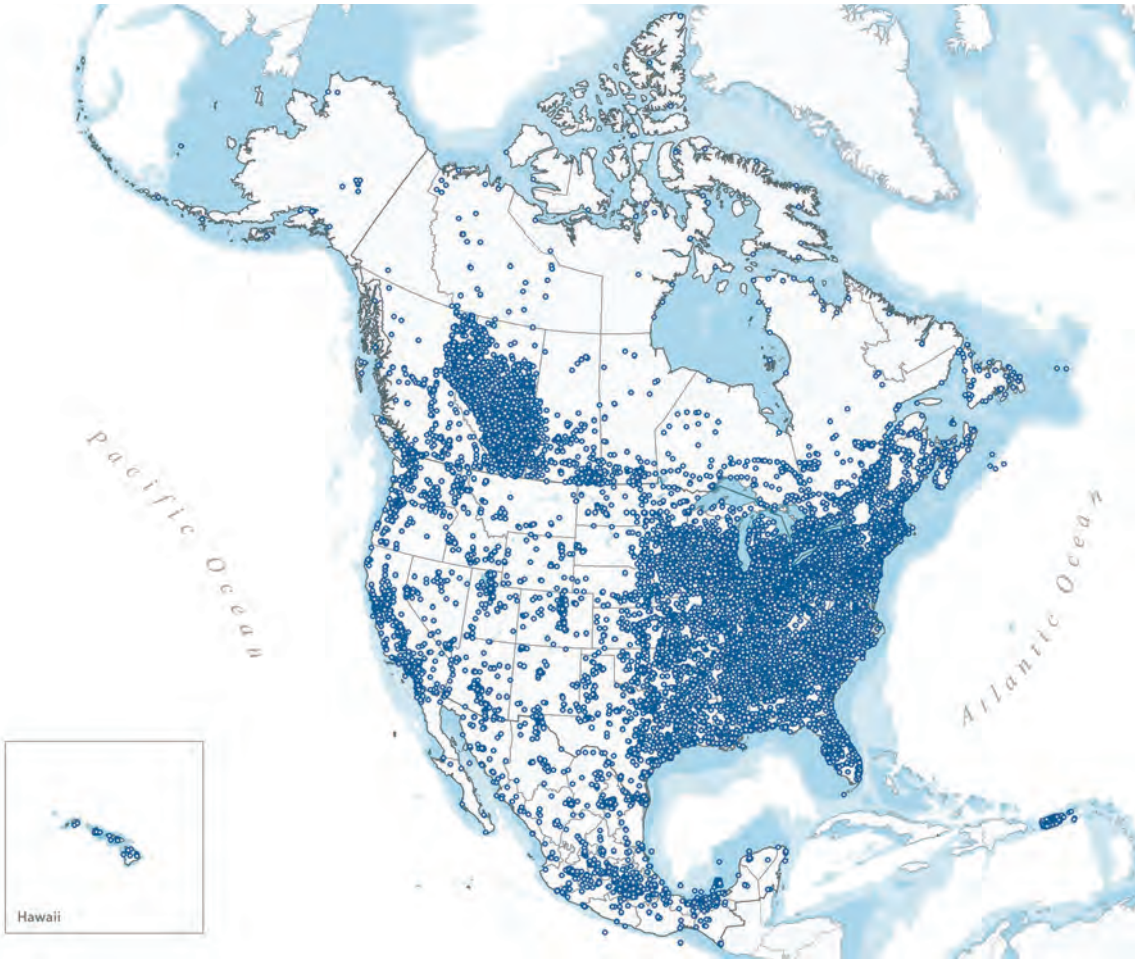
This map shows more than 33,000 North American factories that released pollutants in 2004. With this much pollution on our continent, it is important for Michigan and all the other states and countries to try to be greener and cleaner. Use the map to answer the questions.

1. What three countries are shown on the map?

2. Which of the following areas would you conclude had the most pollutants released—the western area or the eastern area?

3. Name three American cities that are located in a heavily polluted area. (Look on a classroom map of the United States if you need help.)

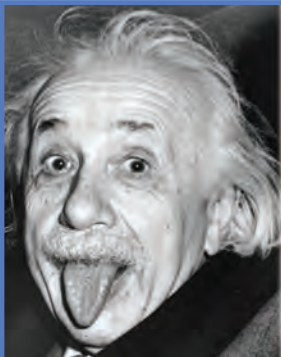
4. Tell one way we can work to end pollution.



Map courtesy of the Commission for Environmental Cooperation <http://www.cec.org/>

On one half of a piece of paper, draw you doing a job from the last century. It can be something like working on an assembly line or plowing the fields using a horse. Then choose a career in either technology or clean energy and draw a picture of you performing that job on the other half of the paper. Be ready to explain your drawings to the class and tell one way jobs have changed over the years.

Let's Write



As a student,
he was
no Einstein.

CONFIDENCE

Pass It On:

VALUES.COM THE FOUNDATION FOR A BETTER LIFE

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

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. (CC ELA L.4.1)

Michigan Studies Weekly Teacher Supplement

Name _____
Michigan Studies Weekly

Date _____
4th Quarter, Week 23

Answer the following questions using complete sentences.

1. Why do businesses use advertisements?

2. Why is it important that businesses produce quality products?

3. How does outsourcing jobs help to lower the prices of goods?

4. Explain why manual labor and assembly line jobs are disappearing.

5. Thinking back to what you read, why is it important to focus on “clean energy”?

6. Tell one good thing and one bad thing about being an entrepreneur.

Draw a picture of you working in one of Michigan’s new careers.



Michigan Studies Weekly

Teacher Supplement

Name _____

Michigan Studies Weekly

Date _____

4th Quarter, Week 23

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.

7. Do you agree with outsourcing jobs to provide cheaper products to consumers?
8. What is one job of the new age you might be interested in?
9. How did the pollutants map make you feel? Were you surprised by all the dots on the map?
10. Tell one way you can be prepared for the current workforce once you graduate from school?
11. What makes you want to buy items that you see in advertisements? Why?

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/1/20

COLOR WHEEL SCAVENGER HUNT



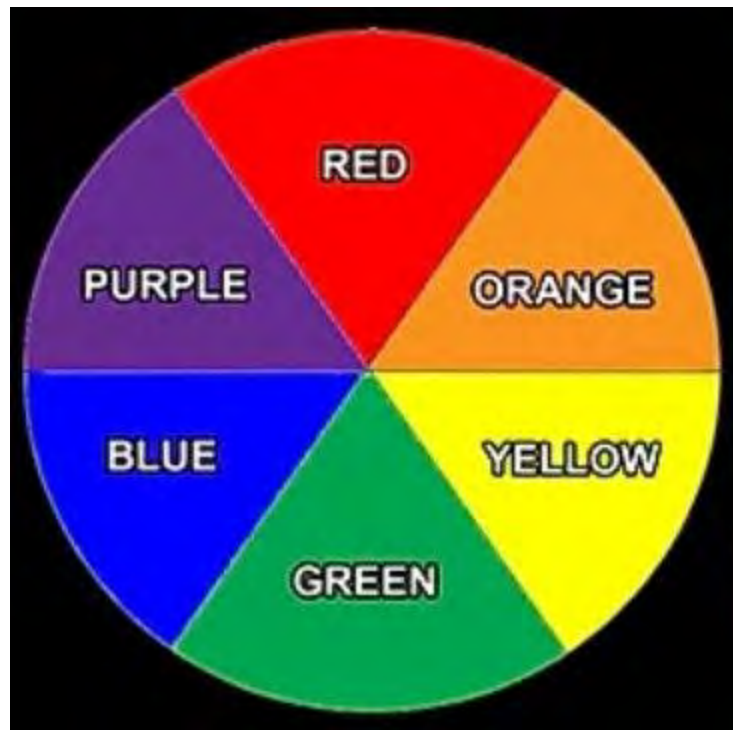
DIRECTIONS:

Create a color wheel, with the primary and secondary colors, using items you collect around your home. This could be a tabletop color wheel, using items like: crayons, Legos, action figures, etc., or the color wheel could be created on the floor, using larger items, such as: books, clothing, pillows, etc.

Make sure you put the colors in the correct order (see examples.) It is O.K. to use items that are 'mostly' the color you're searching for, although solid colors are best. Different values (light & dark) of the colors are also fine, such as: light blue, medium blue & dark blue.

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.

COLOR RESOURCES:



YouTube Videos:

This short video provides a basic review of primary colors (Kindergarten), secondary colors(1st grade), tints and shades (2nd grade), and tertiary colors (5th grade): <https://www.youtube.com/watch?v=1IYgcwmc4XU>

Warm and Cool Colors (3rd grade):

<https://www.youtube.com/watch?v=LhtJ6Eeqm90>

Complementary Colors (4th grade):

<https://www.youtube.com/watch?v=qv70Y9X-wZM>(Primary Colors, Secondary Colors, Tertiary Colors, Warm/Cool, Complementary Colors)

[How to Mix 3 Colors to Make a Rainbow - Science Experiments for Kids - Primary Colors](#) Fun science experiment about color!

[Peep and the Big Wide World: A Peep of a Different Color](#) Short movie about color and coloring mixing.

[Sesame Street: OK Go - Three Primary Colors](#) “OK go” Primary Color song.

[The Colors Song | Art Songs | Scratch Garden](#) “The Color Song” about Primary, Secondary, and warm and cool colors.

[Comparing Warm and Cool Colors | ArtQuest | NPT](#) Warm and Cool Colors

https://www.youtube.com/watch?v=fph81KVY6f8&disable_polymer=true “The Advanced Color Song” about Primary, Secondary, Tertiary, Complementary colors and more!

(Songs about Value, Shades & Tints)

[The Value Song | Art Songs | Scratch Garden](#)

[Tints and Shades](#)

Books:

[Mix It Up](#)

<https://www.storyjumper.com/book/read/59596375/THE-COLOR-WHEEL#page/2>

<https://www.storyjumper.com/book/read/15300622/Color-My-World#page/26>

Games:

[Color — Method of Action](#)

[Free Art Game for Kids- Interactive Colorwheel](#)

[Free Art Game for Kids-- Paint Drip Catch](#)

[Paint - Digital Painting Skills • ABCya!](#)

[Free Draw: Online Art and Creativity Game for Kids](#)

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

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 June 1st

Move It Monday

We're gonna start this week out by playing follow the leader. Get your family together and take turns being the 'leader'. Everyone follows along behind the leader doing what they are doing. Some examples could be skipping, galloping, jogging, hopping, jumping, skipping, crawling or moving like different animals. Take turns being the leader and be creative!

Turn It Up Tuesday

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

[Kids Circuit Workout](#)

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 curl ups (also called sit-ups).

[Curl Up Demonstration](#)

[Curl Up Cadence](#)

Fun Time Friday

Today we are going to have a nature scavenger hunt. You can take this nature walk in your backyard, around your neighborhood or at a nearby park. First you are going to make the list of things that you are going to find. Some ideas could be pinecones, different types of leaves, different shaped twigs or rocks, something that is red or any color you pick, something that looks like a specific shape, something that is round or flat, maybe you have to spot a certain flower or a certain bird or animal. Whatever you choose, make the list with the person you are going to take this walk with. Then when you get back, you can talk about all the different things you found or saw! Have fun!

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