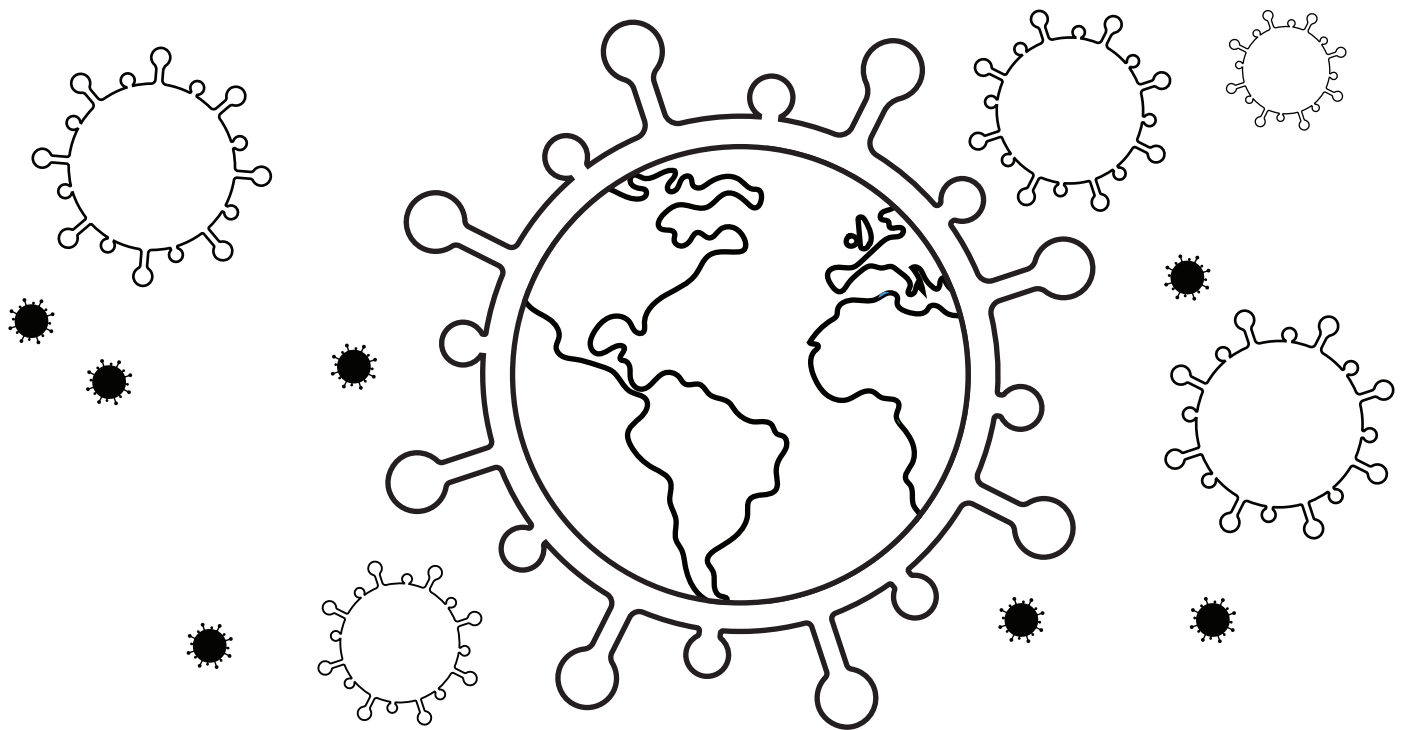


4th Grade

June 8 - June 12



MY 2020 COVID-19 TIME CAPSULE

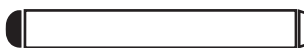


BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- | | |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS | <input type="checkbox"/> FAMILY / PET PICTURES |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM

YEARS
OLD

I STAND

INCHES
TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

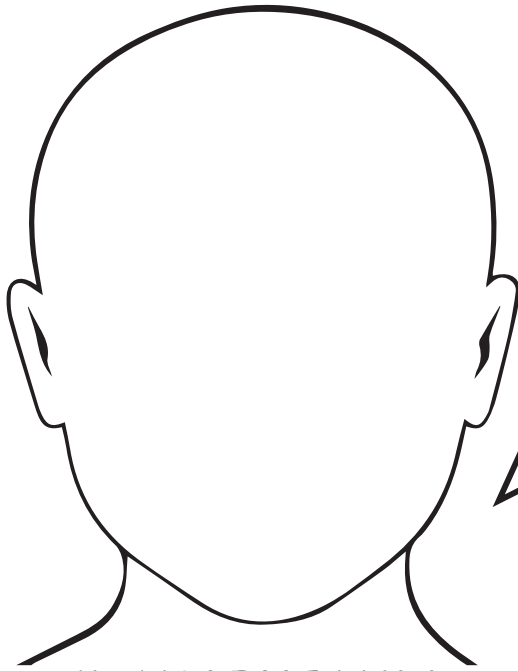
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE:

HOW I'M FEELING



HOW MY FACE LOOKS



I AM MOST THANKFUL FOR

WORDS TO DESCRIBE HOW I FEEL:

WHAT I HAVE LEARNT MOST
FROM THIS EXPERIENCE:

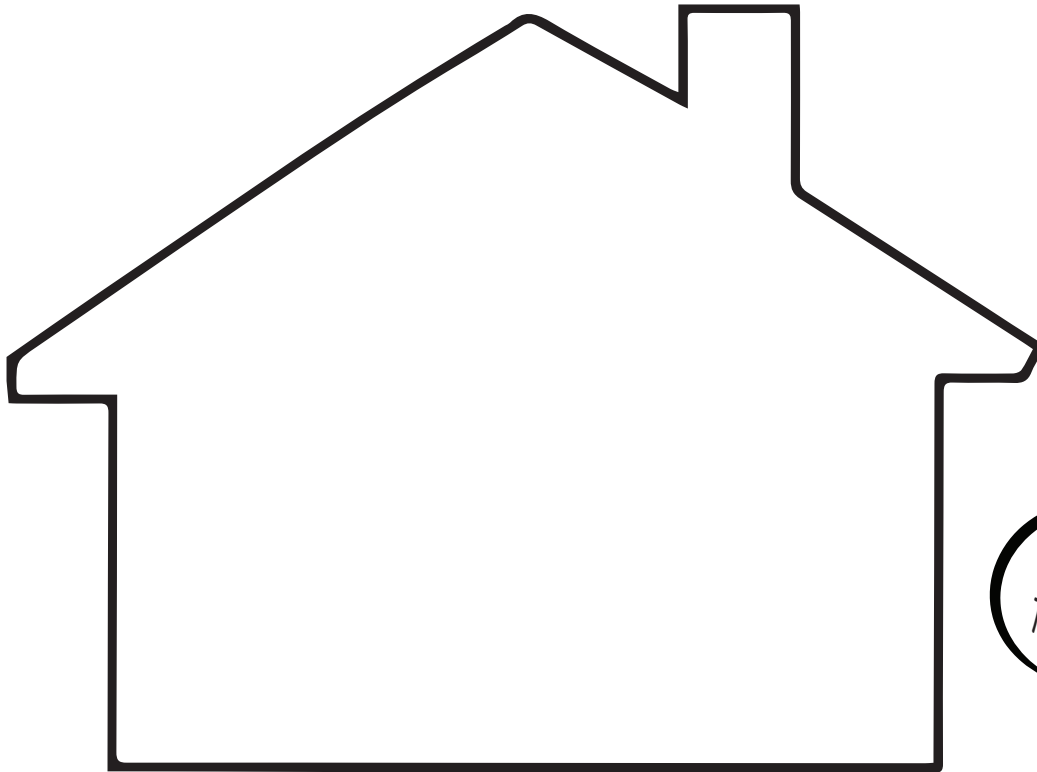
THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

LETTER TO MYSELF

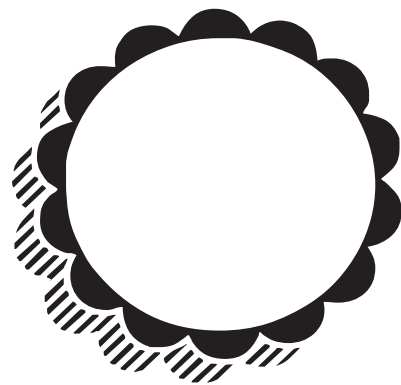
DEAR,

LOVE,

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FAVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

LETTER FROM YOUR PARENTS

DEAR,

LOVE,

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.

B

Number Correct: _____

Improvement: _____

Mental Division

1.	$30 \div 3 =$	
2.	$9 \div 3 =$	
3.	$39 \div 3 =$	
4.	$20 \div 2 =$	
5.	$6 \div 2 =$	
6.	$26 \div 2 =$	
7.	$80 \div 4 =$	
8.	$4 \div 4 =$	
9.	$84 \div 4 =$	
10.	$2 \div 2 =$	
11.	$60 \div 2 =$	
12.	$62 \div 2 =$	
13.	$3 \div 3 =$	
14.	$90 \div 3 =$	
15.	$93 \div 3 =$	
16.	$8 \div 4 =$	
17.	$40 \div 4 =$	
18.	$48 \div 4 =$	
19.	$50 \div 5 =$	
20.	$60 \div 5 =$	
21.	$70 \div 5 =$	
22.	$80 \div 5 =$	

23.	$86 \div 2 =$	
24.	$69 \div 3 =$	
25.	$68 \div 2 =$	
26.	$96 \div 3 =$	
27.	$66 \div 3 =$	
28.	$99 \div 3 =$	
29.	$88 \div 4 =$	
30.	$88 \div 2 =$	
31.	$40 \div 4 =$	
32.	$80 \div 4 =$	
33.	$60 \div 4 =$	
34.	$64 \div 4 =$	
35.	$20 \div 2 =$	
36.	$40 \div 2 =$	
37.	$30 \div 2 =$	
38.	$38 \div 2 =$	
39.	$30 \div 3 =$	
40.	$36 \div 3 =$	
41.	$42 \div 3 =$	
42.	$60 \div 3 =$	
43.	$54 \div 3 =$	
44.	$48 \div 3 =$	

B

Number Correct: _____

Improvement: _____

Division with Remainders

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

23.	$4 \div 2$	Q = _____ R = _____
24.	$5 \div 2$	Q = _____ R = _____
25.	$8 \div 4$	Q = _____ R = _____
26.	$9 \div 4$	Q = _____ R = _____
27.	$9 \div 3$	Q = _____ R = _____
28.	$8 \div 3$	Q = _____ R = _____
29.	$9 \div 5$	Q = _____ R = _____
30.	$6 \div 6$	Q = _____ R = _____
31.	$7 \div 6$	Q = _____ R = _____
32.	$9 \div 9$	Q = _____ R = _____
33.	$7 \div 7$	Q = _____ R = _____
34.	$9 \div 2$	Q = _____ R = _____
35.	$8 \div 2$	Q = _____ R = _____
36.	$37 \div 8$	Q = _____ R = _____
37.	$50 \div 9$	Q = _____ R = _____
38.	$17 \div 6$	Q = _____ R = _____
39.	$48 \div 7$	Q = _____ R = _____
40.	$51 \div 8$	Q = _____ R = _____
41.	$68 \div 9$	Q = _____ R = _____
42.	$53 \div 6$	Q = _____ R = _____
43.	$61 \div 8$	Q = _____ R = _____
44.	$70 \div 9$	Q = _____ R = _____

B

Number Correct: _____

Improvement: _____

Divide.

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

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

4th Grade Day 1

Problem: Jeremy ran 27 laps on a track that was $\frac{1}{8}$ mile long. Jimmy ran 15 laps on a track that was $\frac{1}{4}$ mile long. Who ran farther?

4th Grade Day 2

Problem:



See Primary-Source
Related Media...



studiesweekly.com

GRADE
4

Disappearing Species

Are today's animals going the way of the dinosaurs?

What do a grey whale, a sea otter, a leopard and a proboscis monkey have in common? Here's a hint: It would be difficult to find one of those animals and ask it. It would be difficult because there aren't many left. That's what they have in common. All of those animals, and hundreds more, are what scientists call endangered species. If an animal or plant is endangered, it means that there aren't many of them left. Without help, endangered species could become extinct. Extinct means that there are none of them left in the whole world.

You've probably read a lot about the dinosaurs—huge animals that once ruled the Earth but are now all gone. What you may not have known is that animals all around you are on their way down the same path. Some scientists believe if things keep going the way they are, more than a

million species of plant and animal life might become extinct in the next decade.

Animals and plants have a hard time speaking for themselves, so they need the help of humans. But with so many living things on the way to becoming extinct, only a few of them get noticed enough to get help. In this issue of Science Studies Weekly, you'll discover some of the things that cause animals and plants to become endangered. You'll also learn about some of the things that people are doing to help. And of course, you'll also meet some of the species themselves. Go ahead—turn the page before a single thing happens to another species!



Proboscis
Monkey

Biography Dinosaur Tracker: Robert T. Bakker

Do you enjoy studying dinosaurs? Many people do, and they think it's fun to imagine such large animals living so long, long ago. Dinosaurs aren't the only animal species that are extinct, but they are certainly some of the



more popular ones to study.

Robert T. Bakker was a fourth grader who loved dinosaurs. He spent hours and hours reading as much as he could about them. He enjoyed magazine articles and the books he borrowed from the library. As Robert grew up, he decided to study dinosaurs for a profession. You could say that he is a professional dinosaur expert!

Dr. Bakker has worked all over the world. He has made many discoveries during his travels, including the bones of the Epanterias and a skull of an Apatosaurus. He is perhaps most famous for suggesting that dinosaurs are not the cold-blooded reptiles that many of us think they are. Dr. Bakker put forward

his theory that dinosaurs were, in fact, warm-blooded, smart and highly adaptable creatures. At first, his science peers did not agree, and some still question whether this could be true. Others have studied the evidence and found his idea to be plausible, or possibly true.

Dr. Bakker encourages children and adults to be interested in paleontology and the exciting things it has to offer. If you'd like to learn more about his work, get permission to check out the website www.hmns.org for the Houston Museum of Natural Science, where Dr. Bakker has worked as a Curator of Paleontology.



Where Are They Going?

Poaching

Many people in the world hunt animals for food or for sport. But when hunted animals get scarce, governments will often make rules about hunting. For example, it might be illegal to hunt certain animals at certain times of the year. Many animals might be off-limits entirely. If someone in your family is a hunter, then they've experienced some of those rules right here in the United States. But often, people don't obey the rules. Those people hunt whatever they want, whenever they want. Hunting wild animals illegally is called poaching. Poachers are often tempted to hunt illegally because people will pay large amounts of money for rare animals. In fact, some experts say the trade in illegal wildlife is worth more than \$10 billion! The problem with poaching should be obvious. Because some hunters have no respect for the rules, many animals have been hunted or captured nearly to extinction.

Deforestation

Look across the top of a huge rain forest and you might see nothing but miles and miles of what appears to be green carpet. But get down

beneath the green treetops, and you'll see the home of half the animal and plant species in the world. That's as many as 5 million species. It would be a shame for those plants and animals to be left homeless, but in many areas, that's just what's happening. Every year, 37.5 million acres of rain forests are destroyed around the world each year—that's an area the size of the state of Georgia.

What's destroying the rain forests? Sometimes disease or fires destroy forests here and there, but the biggest forest-destroyers are people. Poor farmers will sometimes strip a forest of trees and wildlife so that they can grow crops. Governments will sometimes allow companies to cut down trees and haul them away to make lumber for building homes and other buildings. The destruction of forests is called deforestation. Taking away the trees leaves no home for the animals that live there—and that means those animals are in trouble. Deforestation is one of the main reasons that some animals and plants are endangered.

Whaling

Whales are the largest animals on Earth and once upon a time, the world's

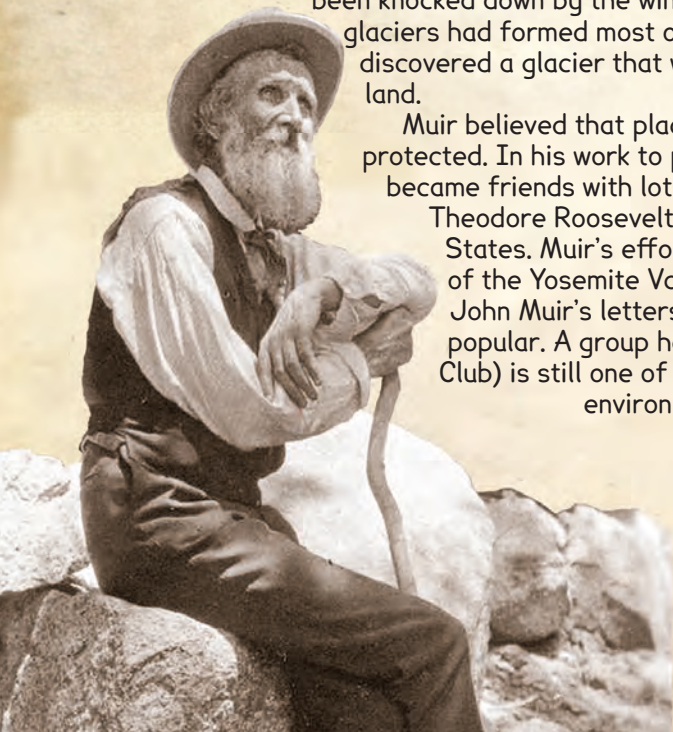
oceans were full of them. But humans have found many uses for whales throughout history, and few of those uses allow the whales to go on living. Oil from whale blubber has been used in everything from perfume to lipstick, and the meat from a whale can feed many people for a long time. Because of the many uses for whale products, whales have been hunted for hundreds of years. For a long time, whale hunting (whaling) was allowed without any sort of restrictions or rules. As a result, some kinds of whales nearly disappeared from the planet forever. Today, many countries have teamed up



John Muir (1838-1914)

Have you ever visited a national park? If you have, you've probably been amazed by the great sights, sounds and smells of nature. Many people believe that nature is important—not just to provide us with plants and animals to be used for medicines and meat and lumber, but because visiting natural places makes us happy. John Muir was a person like that. He was born in Scotland in 1838. When he was 11 years old, he moved with his family to the United States. As a grown-up, he first visited a California valley called Yosemite. He was amazed by the beauty of the place, and began then and there to work hard to preserve such places. He built a sawmill to saw the lumber for his cabin in the foothills of the Sierra Mountains, but he only used trees that had already been knocked down by the wind. He figured out that giant glaciers had formed most of the Yosemite Valley, and even discovered a glacier that was still actively shaping the land.

Muir believed that places like Yosemite should be protected. In his work to preserve natural places, Muir became friends with lots of important people, including Theodore Roosevelt, the president of the United States. Muir's efforts led to government protection of the Yosemite Valley as national park. Today, John Muir's letters and other writings are still popular. A group he founded in 1892 (the Sierra Club) is still one of our country's most important environmental organizations.



Spotlight

What are nations doing to help protect endangered species?

Many nations have created laws and organizations designed to help endangered species. The laws often limit the ways humans can use lands occupied by endangered animals, or limit the ways in which animals themselves can be hunted.

In the United States, the first laws designed to protect endangered species were passed in the 1960s. In the 1970s, the government expanded those laws into one great big program, or act, called the Endangered Species Act. Still in force today, the Endangered Species Act calls for a recovery plan to be created for each endangered species. The recovery plan describes everything that will be done to save a species, how much it will cost, and how long it will take. Most recovery plans take six years to complete. Saving endangered species is difficult, and even under the laws of the Endangered Species Act, only 21 once-endangered species are considered to be out of danger. Scientists in America, just like scientists in other parts of the world, are always trying to find better ways to protect our animal neighbors.



This Week's Question

to make agreements that limit whaling. Also, people have found other products to take the place of things made from whales. Those efforts have helped. Even so, some countries continue to hunt whales, and many whales are still in trouble. The most endangered whale species is the gray whale. There are almost none left! But there are other whale species that are endangered as well, including the blue whale, the largest creature ever to live on planet Earth.

Feeling a Little ‘Tired’?

Scientists have had all kinds of ideas for helping wildlife to survive. Some of them are better than others. Here’s an example of one that hasn’t worked out quite the way that scientists planned. Off the coast of the United States, lying on the ocean floor, are hundreds of thousands of old tires. They’ve been there for more than 30 years, and they weren’t dumped there as careless litter or illegally trashed as a prank. In fact, they were part of a special effort to create artificial reefs.

Reefs are usually ridges of rock, sand or coral near the surface of the ocean. Reefs provide homes for all kinds of animal and plant life, but many natural reefs are disappearing, leaving scientists wondering how to help the animals and plants that live in such places. Thirty years ago, reefs made of tires seemed like a pretty good idea. But there were problems. The tires were tied together with metal and cloth straps that have long since rotted away, leaving the tires in huge piles that drift around the ocean floor with the waves. Also, fish and plants don’t seem to like them. Now, where there were supposed to be beautiful reefs full of life, there are only huge fields of ugly old tires. Scientists have been quick to admit the mistake, and cleanup of the tires began in June 2007.



A Scale for All Creatures

Many animals are endangered. But how can scientists describe just how endangered a species is? Many scientists use a scale created by a group called the Nature Conservancy. The scale uses letters and numbers to describe the chances a certain species has for survival. For example, an X means that an animal is thought to be extinct.

An H means that an animal may be extinct, but there’s still hope of discovering one someday. The number 1 means that there are fewer than 1,000 of a certain animal left in the world. Here’s the whole scale: X—presumed extinct (lots of people have looked for a long time, but none have been found)

H—possibly extinct (there’s still some hope that one might be discovered)

1—critically imperiled (Critically means seriously, and imperiled means in danger.)

2—imperiled (1,000 to 3,000 left)

3—vulnerable (Vulnerable means the animal could be in trouble; 3,000 to 10,000 left)

4—apparently secure (Apparently means as far as we can see; more than 10,000 left)

5—secure (These animals are common, widespread and abundant. Flies and mosquitoes, for example, are secure. So are cats and dogs.)



In the Lab

Contact the Fish and Wildlife Service

As a class or a small group, you can find out more about endangered species in your area. Here’s what to do:

1. On the Internet, visit: <http://www.fws.gov/Endangered/regions/index.html>. You’ll see in front of you a map of the United States. Notice that your state belongs to one of seven great big areas, or regions. Which other states are part of your region? Those states share a lot of the same characteristics as your state. They are also home to some of the same kinds of animals as your state.
2. Now, click on the map. You’ll see a page that lists all of the nation’s regions and a link for each region.
3. Click on the link for your region, and you’ll unlock all sorts of information about efforts in your area to protect wildlife.
4. If the website for your region contains a link that allows you to contact the Fish and Wildlife Service by phone or email, do it. Tell them that you’re a fourth grader interested in learning about endangered species in your area. Ask them what you can do to help. They’ll get back with you, because, after all, protecting wildlife is what they do.



Science, Then & Now

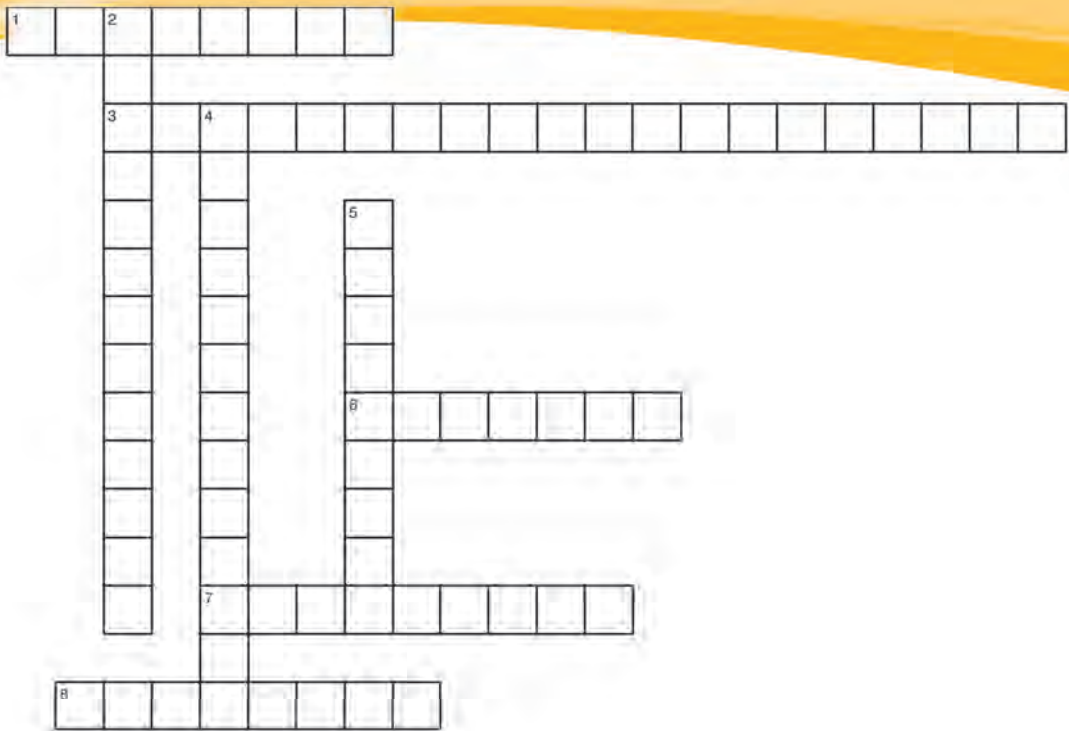
Herds of Bison

There was a time when people believed the resources of the Earth would last forever—even the animals. People hunted animals without a thought for the species’ future. In the 1800s people hunted the American bison for its meat and fur. A good bison skin could be sold for as much as \$50, back when most people made about a dollar a day. Hunters didn’t stop to think they might be hunting the bison to extinction. Some hunting parties would kill a hundred bison at a time. A few hunters boasted of killing more than 20,000 bison in their careers!

Today, the only continuously wild bison herd is in Yellowstone National Park and is made up of more than 3,000 bison. Compare that to more than 60 million that once ran wild across our country! Scientists have learned many lessons from the past. Today, efforts are being made to protect animals in ways that no one ever thought of in the past. As a result of these efforts, the bison population in America is about 350,000 and growing.



Name _____



- ACROSS
1. illegal hunting

3. a group of American laws that protect animals and plants from becoming extinct

6. the practice of hunting whales in the ocean

7. in trouble

8. the founder of the Sierra Club
- DOWN
2. Once millions of these roamed America; now there are only 350,000.

4. the destruction of rain forests

5. the largest animal ever to live on the planet



Become an Animal Expert

Mini-Lab

Below is a list of just a few of the world’s endangered species, along with photographs. On your next trip to the library, choose one of these animals to study. Look for Internet links, encyclopedia articles and more. Find out what they eat, what kind of places they like to live in, and the reasons that they are endangered. Be sure to ask for your librarian’s help if you need it. You’ll be surprised at how much you’ll be able to discover in a short time. It won’t take long before you’re the class expert on the animal you choose!



Bali Starling



Loggerhead Sea Turtle



Asian Arowana



Humpback Whale



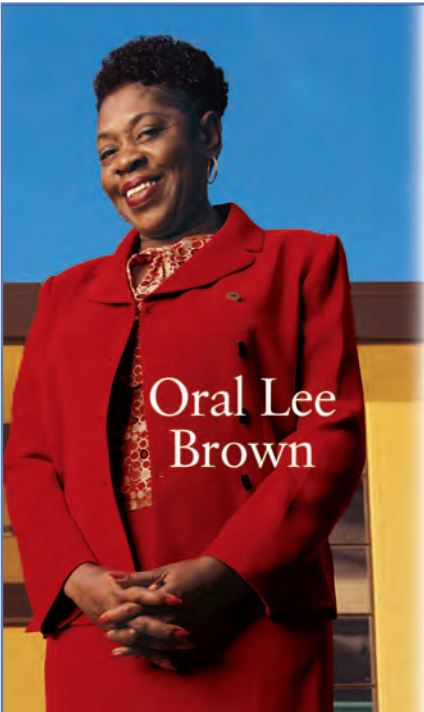
California Condor



Komodo Dragon

Let’s Investigate

What would happen if someone committed a crime but the detective lost all the evidence? What if an investigator forgot to bring a camera to a crime scene and decided to just try to remember everything? Chances are those investigations would not be successful. If you really want to learn something from your science investigations, you have to keep track of things, too. You should keep a science journal and write lots of notes during each step of the investigation. Make sure you write down everything very carefully. A digital camera is a great way to record the results of some investigations. Having accurate records can mean the difference between learning something great and wasting your time!



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Science 4th Grade Studies Weekly

Week 7, Life Science

Species in Danger

Scientists and environmentalists use the following definitions to identify how safe plants and animals are from extinction. See if you can select the term that best describes the plant or animal populations listed below. Write thriving, threatened, endangered or extinct on the lines below. Compare your answers with a friend. Your class may discuss the animals or your teacher may give you permission to check your answers by doing an Internet search.

thriving – continuing to repopulate and prosper; no danger of becoming threatened

threatened – at a risk of becoming endangered

endangered – could become extinct

extinct – no longer exists

- | | |
|-----------------------------------|--|
| 1. dinosaurs _____ | 11. Dodo bird _____ |
| 2. African elephant _____ | 12. mosquito _____ |
| 3. Bengal tiger _____ | 13. The Dawn Horse _____ |
| 4. Tasmanian devil _____ | 14. African Wild Dog _____ |
| 5. dogs _____ | 15. Great White Shark _____ |
| 6. St. Helena Mountain Bush _____ | 16. Mountain Gorilla _____ |
| 7. Dwarf Lake Iris Plant _____ | 17. Giant Dragonfly _____ |
| 8. Lakeside Daisy _____ | 18. long-necked camel _____ |
| 9. dandelions _____ | 19. Cry Pansy _____ |
| 10. Caspian tiger _____ | 20. Eastern Prairie Fringed Orchid _____ |

Standards Covered: N/A

Name: _____ Date: _____

Science 4th Grade Studies Weekly

Week 7, Life Science

What Do You Think?

To infer means to take information that you have and put it together with what you already know to come up with an answer. For example, if your teacher said, “Take out a pencil and clear off your desk.” You could *infer* that you are about to have a quiz. Or, if someone said, “Don’t forget your umbrella” on your way out the door, you could *infer* that it’s raining. What can you infer about the possible causes of extinction for the following animals? Use any previous information you may already know and any information in this issue to help you decide. Some possible reasons for extinction include the loss of the animal’s habitat (cutting down forests, etc.), hunting animals for food or other uses, pollution and natural disasters. Share your inferences with the class.

1. Bali Tiger _____

2. Paradise Parrot _____

3. Western Black Rhinoceros _____

4. Dinosaurs _____



So, You Want to Be President?

Being president of the United States is a huge job. However, living in our American democracy means that almost anyone can apply for the job. The Constitution, written in 1787, set only three guidelines for the person who fills the position of chief executive. The first rule is that the president must have been born in the United States. Second, he or she also must be at least 35 years old. Lastly, the president must have lived in the United States at least 14 years. If someone meets all three of these requirements, they can run for president of the United States!

So, what happens once that person gets elected? Well, that is when the hard work and dedication really start. The president has many responsibilities, and he or she must commit to fulfill them. As the leader of the executive branch of government, the president must enforce the laws of our country. This is a big job, so he or she has the help of the vice president and cabinet members.

The president needs all these helpers when you think about all the decisions he or she has to make! Perhaps the most important decision the president has to make is whether to ask the U.S. Congress to approve sending troops into battle. Even though the president is the commander in chief of the armed forces, Congress has the final say on military action unless the United States is under attack. Thankfully, the president has a lot of advisers and cabinet members who discuss the pros and the cons of the choice. These advisers make sure the president knows all the facts before making the final decision to go to war. Another very important job the president has is to approve or veto laws. You will learn more about how a bill becomes a law on the inside of this paper.

Because the role of president is the highest position in the country, this person speaks for all Americans. The president is in charge of ceremonies and other obligations, in addition to the more business-like decisions. For example, the president might give speeches at college graduations or participate in the opening of special museums or memorials. He or she must also host White House dinners and be the one to greet important people from other countries. Imagine all the interesting people you would meet as president of the United States!

After learning just a little about the president's responsibilities, do you think you would want the job? As long as you meet the three requirements listed in the Constitution, you really could be president when you grow up!


DISCOVER MORE!
www.studiesweekly.com/online


Primary Source & Bonus Media

Connections

How do Political Parties Choose a Presidential Candidate?

During presidential elections you will hear people talking about caucuses, primaries and conventions. What are they talking about? It's all about which candidate from each political party will be picked to run as the official candidate of their party.

A caucus is a community event where people talk about who will be their party's candidate for president. Each person at the caucus gets to vote for a delegate to go to their party's convention. They vote for delegates who support the presidential candidate they want to be the official candidate in the election in November. Usually, only people who are registered members of a party can attend a caucus and vote for delegates. Today, 10 states hold caucuses. In most states

that hold caucuses, the majority of delegates they choose support the same candidate, but the delegates sometimes are divided between two or more candidates. That can make the convention pretty interesting!

Most states hold primary elections instead of caucuses. In a primary election, people who are registered to vote can cast a vote for the person they want to be the next president. Delegates who go to the election will vote for a candidate based on the results of the primary. Primaries can be open or closed. In an open primary anyone can vote for a candidate from any party. In a closed primary, only registered members of each party can vote for a candidate from that party.

A few months before the election, each party holds a convention to nominate the person who will be their candidate for president. Delegates from caucus states and primary states get together to nominate the official candidate for their party. You can watch the republican and democratic conventions on TV. The voting is usually a voice vote, so if you watch, you can see the delegates from your state cast their votes. Will your state's delegates vote your favorite candidate? Tune in to the conventions later this year to find out!

Teachers: This is a Studies Weekly/History News Network Spotlight article. Find a link to background information, lesson plans and more at www.studiesweekly.com/currentevents/



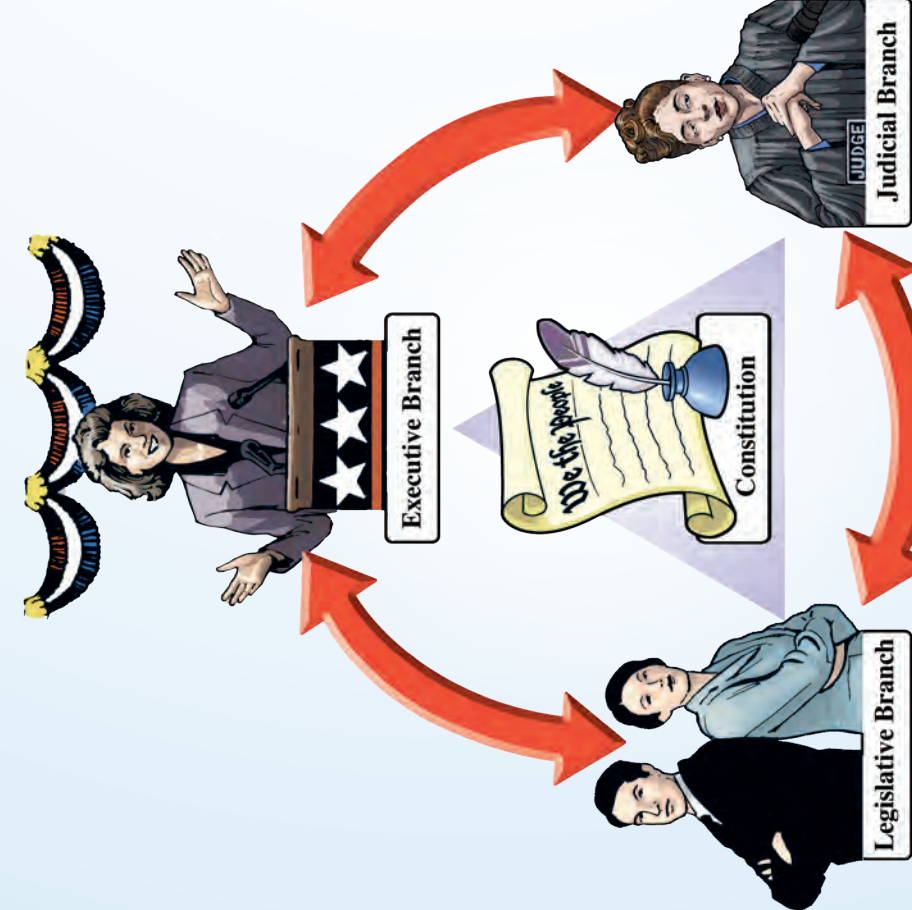
Three is a Magic Number

Both our state and federal governments are divided into three equal parts. Each of these parts, or branches, does different things for our country. The first branch is the executive branch. The president is in charge of this branch. The governor is in charge of each state’s government. The executive branch’s jobs include enforcing the laws and leading the military. The federal executive branch meets in Washington, D.C., and our state executive branch meets in our capital, Lansing. Including the members of the armed forces, this branch includes more than 4 million American employees!

The second branch of government is the legislative branch. Both the House of Representatives and the Senate make up this branch. The U.S. House has 435 members, and the U.S. Senate has 100 members. Also called the Congress, the House of Representatives and the Senate meet to vote on bills and pass them into laws. You will make a sequence circle to show how this law making process works. The legislative branch also is in charge of spending tax money. Congress decides which programs and projects deserve our money.

The third branch of government is the judicial branch. Judges and courts make up this branch. The judicial branch interprets the laws, which means that it decides if laws are fair and how the laws should work. While there are many courts throughout the country, the Supreme Court is the highest court. The nine judges in the federal Supreme Court are chosen for life. When a Supreme Court judge retires, the executive branch replaces him or her with a new judge.

Each of these three government branches has different responsibilities, but the same amount of power. To make sure that no one branch of government ever has too much



Words to Know

- Advisers:** people who give information and help the president make decisions
- veto:** say no to or refuse to sign a bill into law
- Armed Forces:** the Army, Navy, Air Force, Marines and National Guard
- Congress:** both the House of Representatives and the Senate
- Checks and Balances:** a system of limiting the branches of government so that no one branch has too much power
- Vice President:** second in command of the United States; takes over if something happens to the president
- Lieutenant Governor:** the second in line to be governor, like a “Vice” governor

Thomas Edison

Thomas Edison was born in Ohio but moved to Port Huron, Michigan, when he was 7 years old. As a boy, he attended a one-room schoolhouse. His teacher thought he was very hyper and not a young smart student. But even at a young age, Thomas was very curious about how things worked. He asked a lot of questions and wanted to learn all he could about mechanics and chemistry. While growing up, Thomas Edison earned money by printing and selling newspapers, and eventually by running a telegraph machine.

Mr. Edison’s first real invention was an electronic vote recording machine. He went on to invent 1,093 new products! Mr. Edison recorded human voices with the phonograph, which he invented in 1877. He also

came up with the Kinetoscope to record and replay objects in motion, like a video camera. Edison did not actually invent the light bulb, but he did make the 50-year-old idea better. Edison’s electric light was safer and more affordable, so more people could use it in their homes.

To create each of these products, Thomas Edison was persistent. This means that he did not give up. He used trial and error and believed in himself and his ideas. He didn’t quit when he faced failure. Instead, Mr. Edison kept experimenting and learning. The next time you listen to music or watch a movie, think about all the hard work that Thomas Edison put into those inventions. Aren’t you glad he was persistent?



power, writers of the Constitution included a system of checks and balances. For example, the executive branch must sign the legislative branch’s bills before passing the bills into laws. The executive branch also appoints, or chooses judges for, the judicial branch. The legislative branch has the power to override the president’s veto of bills and even impeach (to charge with bad conduct and possibly “fire”) the president. The judicial branch has the power to overturn, or get rid of, laws it thinks are unfair or unconstitutional. Can you see how each branch has separate powers, and also checks and limits the other branches? This is a very important idea written in the Constitution. It provides a balanced and fair government for America. You can picture our government like a balanced scale—each branch shares the power and responsibilities that make our country the democracy it is today.

Look at the chart below to see which government employees work for each of the three branches.

Executive Branch	Legislative Branch	Judicial Branch
President	Representatives	Chief Justices of the Supreme Court
Vice President	Senators	Court Judges
Governor	Speaker of the House	
Lieutenant Governor		
Armed Forces		

Greetings From America!

The U.S. Post Office has released more than 25 stamps that showcase Michigan’s history, famous people and natural beauty. The stamp here is our state stamp from the 2002 “Greetings From America” postage stamp collection. The 50 stamps of this collection honor each state. Each one was issued in each state’s capital on April 4, 2002. Our stamp was introduced at the Michigan Historical Museum in Lansing. In 2002 the postage was only 34 cents! As you can see, our state stamp reads, “Greetings from Michigan,” and shows the Detroit Renaissance Center and fishing on the Great Lakes. You can try to collect all of the stamps from Michigan and all the stamps from the “Greetings From America” collection!



The Circle of Law

Follow the directions to make a sequence circle showing the steps for how a bill becomes a law.

1. Cut out the two circle patterns that your teacher provides.
2. Place them on top of each other. The circle on top is Circle B. The one on the bottom is Circle A.
3. Fold each circle in half and then in half again to make four equal parts. There will be eight parts total. Open the circles back up, keeping them together.
4. Cut slits in both circles starting from the right and going to the center point. Fold over the top right fourth of Circle B. Tape the top right fourth of Circle A to the bottom right fourth of Circle B. This just keeps the two circles together.
5. Continuing with the top right Circle B, fold the fourths counterclockwise. Now your circles should look like the picture.
6. After the fourth fold, continue with circle A the same way. Start with the top right fourth and fold the fourths counterclockwise. Now your circles should look like the picture.

Flip the pattern over. There will be eight parts. Cut out the eight steps of “How a Bill Becomes a Law” from Page 4. Start unfolding one-fourth at a time (just reverse what you did when you folded the fourths) and attach the steps in order. The circle underneath will contain steps 1–4, and the top circle will contain steps 5–8. It makes a sequence circle showing each of the eight steps, one at a time.

Fort St. Joseph

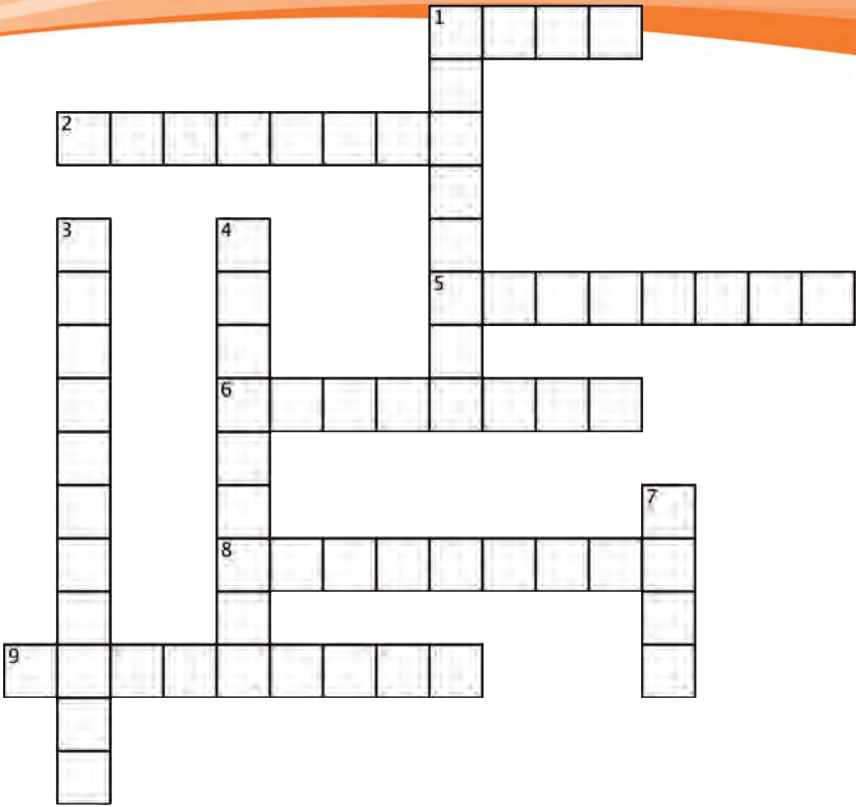
1781—Spanish forces from St. Louis take over Fort St. Joseph. The French built Fort St. Joseph in 1691 near what is now Niles, Michigan. They built it there because it crossed two major trails and the St. Joseph River. The French mostly used this fort to trade fur. This is why the French flag flew first over the fort. In 1761, the British occupied Fort St. Joseph and raised the British flag. In 1781, Eugene Pourre and his

Spanish troops captured the fort and flew the Spanish flag. In 1783, the United States took possession of the fort and the region and raised the American flag. This made it the fourth and final flag of Fort St. Joseph. It is the only place in Michigan that was controlled by four different countries and marked by four different flags. Today, Michigan recognizes this with museums and an historical site.



Timeline

Name _____



ACROSS

- 1. the idea for a law
- 2. the branch of government that includes the courts
- 5. the name used for the House and Senate together
- 6. Four different countries controlled Fort _____.
- 8. the president is in charge of this branch
- 9. Edison invented a safer and more affordable one of these.

DOWN

- 1. Checks and _____ make sure the parts of government have equal power.
- 3. the branch of government that makes the laws
- 4. Commander in Chief of the armed forces
- 7. to do this is to say “no” to a bill

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

How a Bill Becomes a Law

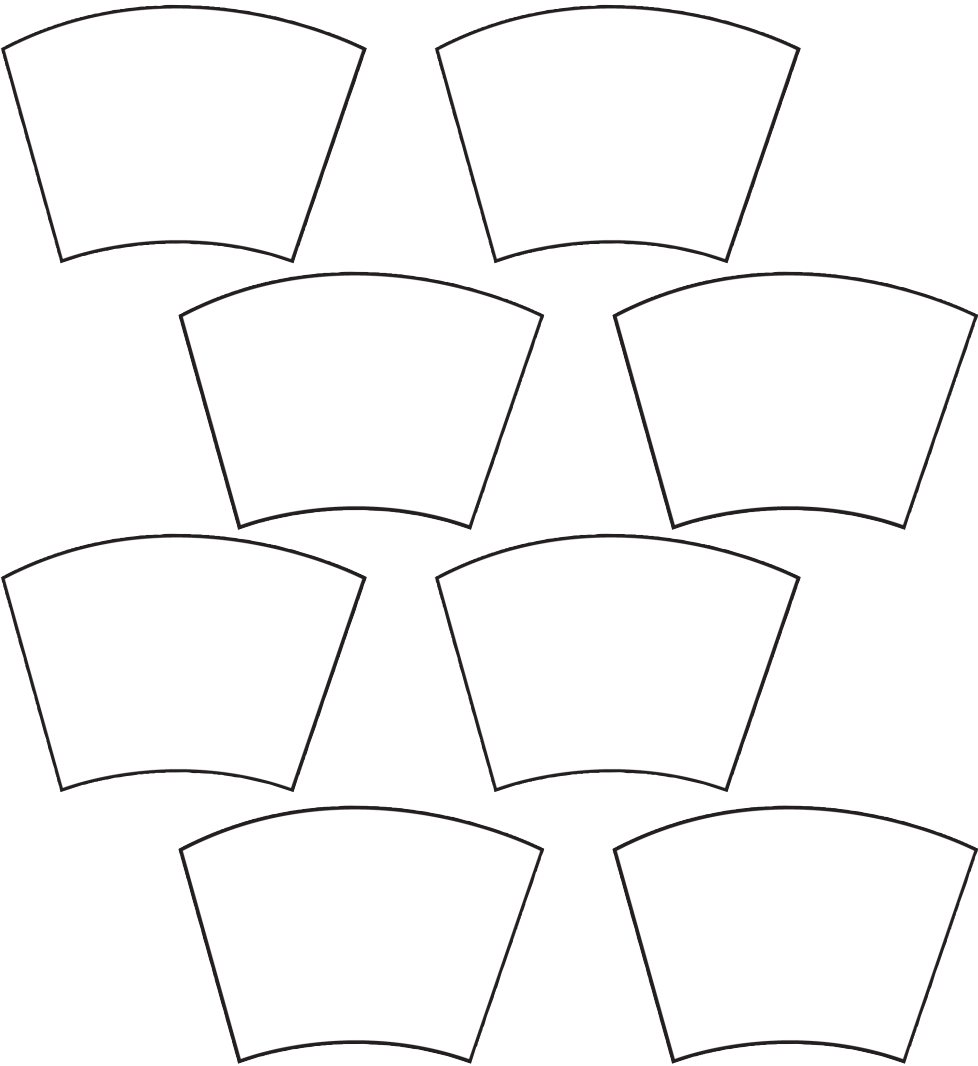
Activity

Divide a paper into three equal parts. Label each part with one of the branches of government. Then draw and label the people who work in each of the branches. Use the chart on the inside of the paper to help you.

Steps to Becoming a Law

Use these steps and the shapes to the right to complete your Circle of Law from Page 3. Write the steps into the blank shapes, cut out the shapes and glue them to your Circle of Law.

- 1. A bill, or idea for a law, is presented to the House of Representatives.
- 2. The House of Representatives votes on the bill. If more than one half vote yes, the bill continues.
- 3. The Senate votes on the bill. If more than one half vote yes, the bill continues.
- 4. The bill is sent to the president.
- 5. The president can sign the bill into law or veto, or say no to, the bill.
- 6. If vetoed, the bill goes back to where it started.
- 7. The vetoed bill now must be passed by two thirds of the House.
- 8. The bill then must be passed by two thirds of the Senate to become a law.



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.



Go fly a kite.

INGENUITY
Pass It On:
VALUES.COM THE FOUNDATION FOR A BETTER LIFE

Language Arts Connection

Use any color to circle or highlight five words in this week’s magazine that have a prefix or suffix. On a piece of paper, write the words and the meaning of the prefixes or suffixes. (CC ELA RF.4.3)

Write a friendly letter to the current president of the United States. Use the format your teacher gives you. First, tell a little about yourself. In the second paragraph write about one thing you think is going well for American citizens. In the same paragraph, write about one thing you think the president should do to improve our country. End your friendly letter with a statement of good luck or appreciation. Don’t forget to sign your name! Make sure to check your letter for correct spelling, grammar and punctuation.

Let's Write

Michigan Studies Weekly Teacher Supplement

Letter to the President Format (Let's Write, Page 4) – The format below is provided to give students much-needed practice in letter format. Letters can also be sent by email at: <http://www.whitehouse.gov/CONTACT/>. The writers and editors of Studies Weekly recommend that you have students create a formal business letter, whether you plan to send your letters by U.S. Postal Service, email or not at all.

Use the format below to write your letter to the president.

Heading

First line – the name of your school

Second line – the street number and street name of your school

Third line – town or city, state and ZIP code

Fourth line – the school email address, if there is one

Date

Address of the President

The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Greeting

Dear Mr. President,

Introduction

You want to try to get the President to want to continue reading your letter. You might want to give some information about yourself and why you're writing.

Body

This is the main part of the letter. This will include the one thing you think is going well and the one improvement you thought of for our country. Use complete thoughts and details. This is the longest part of the letter. If you write more than one paragraph, leave a space between paragraphs.

Conclusion

Include a final statement that sums up your thoughts.

Closing

Choose an appropriate closing, and then sign your name below. There should be four lines between the closing and your signature.

Signature

Sign your first and last name in cursive.

Michigan Studies Weekly

Teacher Supplement

Name: _____

Date: _____

Michigan Studies Weekly (4th Grade)

1st Quarter, Week 5

Match the branches of government on the left with the facts on the right.

1. _____ Executive Branch

A. Also called Congress, this branch makes laws for our country.

2. _____ Judicial Branch

B. The courts and judges in this branch decide what laws mean.

3. _____ Legislative Branch

C. The president and vice president are in charge of this branch.

4. Write two sentences describing why we need checks and balances in government.

5. What are three qualities or characteristics you think a president should have? Write one sentence for each quality and why you think it is important.

Write the answers to the questions below in your social studies journal or on a separate piece of paper.

Answer each question in complete sentences, using your own words. Be sure to answer all parts of the questions.

6. Do you think the president of the U.S. should have to be born in the United States? Why or why not?

7. Do you think 35 is a good minimum age for the president? Why or why not?

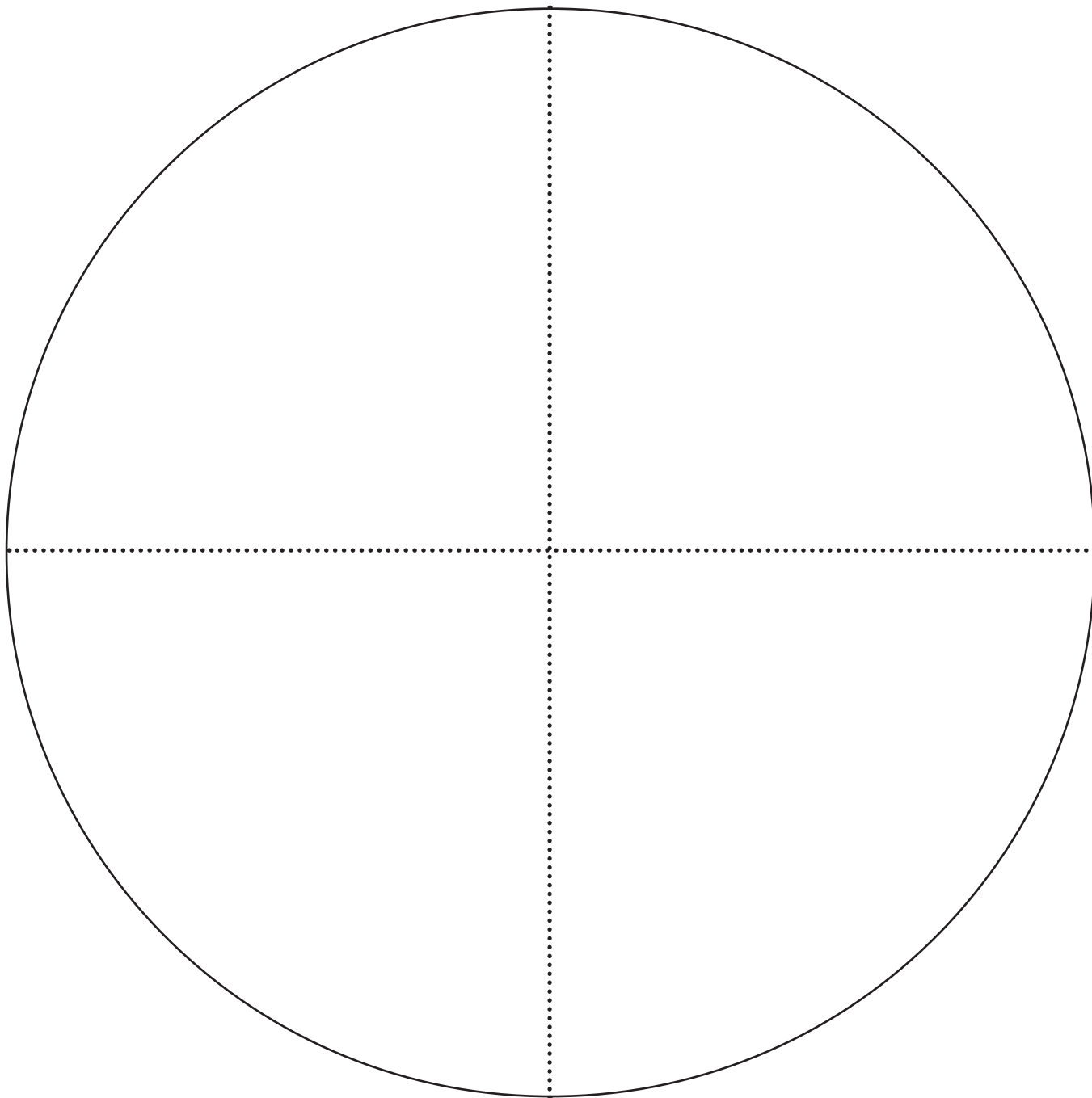
8. What responsibilities of the president would be the hardest for you to fulfill? Which ones would be the most fun or the most interesting?

9. Why do you think Thomas Edison was able to invent so many things? How can you use what you know about Thomas Edison to help you do well in school?

10. Why might a president or governor veto a bill? Do you think it is necessary for a president or governor to have veto power (the power to refuse to sign a bill)?

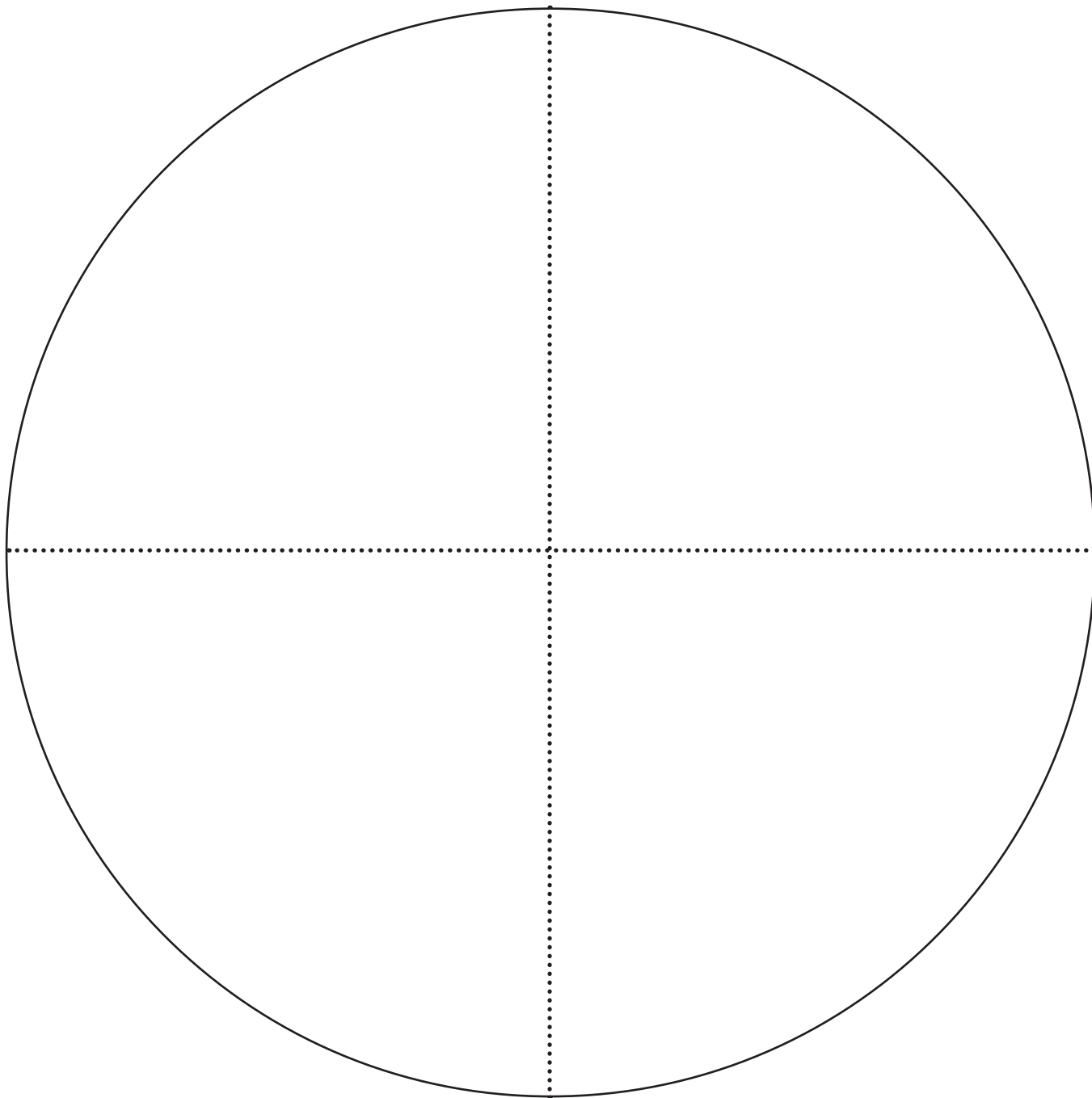
Michigan Studies Weekly Teacher Supplement

Circle Pattern (Circle of Law, Page 3) – Copy the pattern below and give each student 2 copies. Follow the directions on Page 3 to make a sequence circle. You may want to copy the circle on two different colors of paper, as shown in the illustration on Page 3.



Michigan Studies Weekly Teacher Supplement

Circle Pattern (Circle of Law, Page 3) – Copy the pattern below and give each student 2 copies. Follow the directions on Page 3 to make a sequence circle. You may want to copy the circle on two different colors of paper, as shown in the illustration on Page 3.



Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 6/8/20

ELEMENTS SCAVENGER HUNT

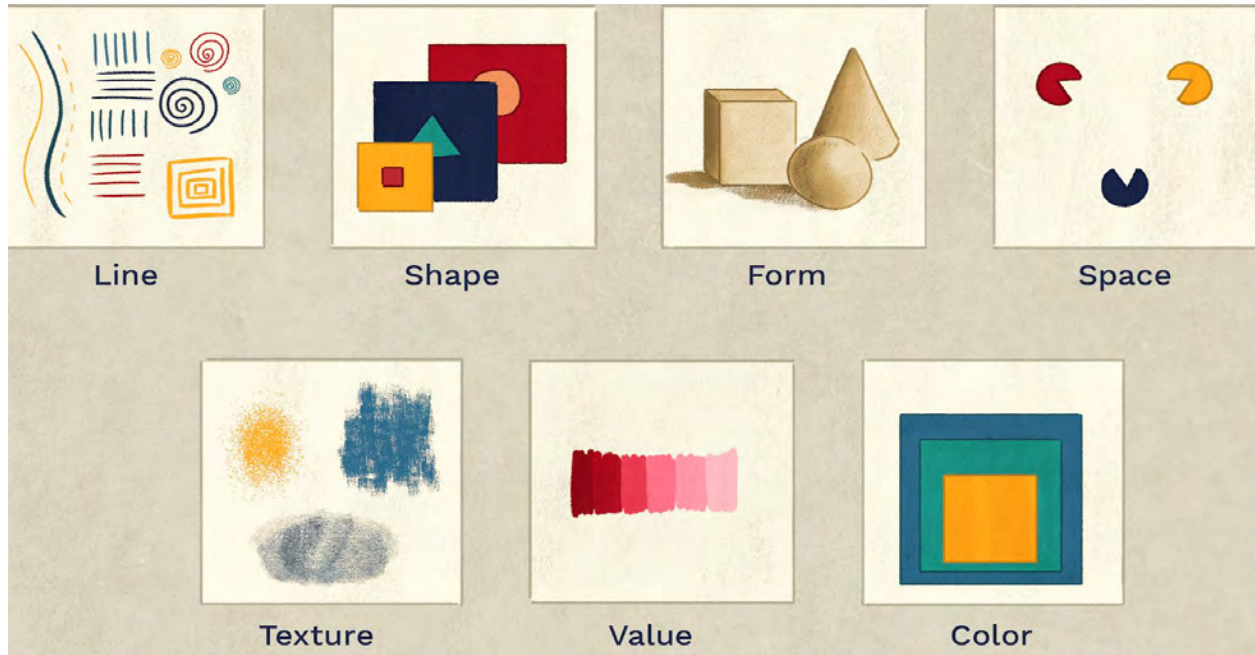


DIRECTIONS:

Using the information you've learned in the past about the Elements of Art, create a painting/drawing or "Found Objects" picture using at least 5 elements of art (out of 7 total).

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.

The Elements of Art



ELEMENTS RESOURCES:

Auditory/“satisfying” Elements of Art introduction video

<https://youtu.be/iSbm21bhXVk>

Videos:

[The Elements of Art](#)

[Elements and Principles of Design](#)

[Sesame Street: Abby Cadabby teaches Josh Gad about Texture](#)

[Elements of Art song](#)

Books:

<https://www.storyjumper.com/book/read/40241606/The-Elements-and-Principles-of-Art-Shown#page/18>

[Spiky, Slimy, Smooth By Jane Brocket](#)

[A Line Bends..A Shape Begins by Rhonda Gowler Greene](#)

[A line can be read aloud by Lin](#)

[Swatch read aloud](#)

[Look! Look! Look!](#)

[Dreaming UP Read-Aloud](#)

Games:

[Highlight Zone . Games . peg + cat](#)

[Paint-A-Long . Games . peg + cat | PBS KIDS](#)

[ARTHUR | Games . Planet Pal](#)

[Tangramz!](#)

[Nature Art Box | Games | Nature Cat](#)

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! We miss you guys. HAVE A GREAT SUMMER!

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 June 8th

Move It Monday

It's time to get up and dance! Put on your favorite music and bust out your favorite dance moves for 20 minutes today!

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!

[20 Minute High Energy Workout for Kids](#)

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 head outside and play! Today you're going to get on your bike, or get out your hula hoops or jump ropes. You can also design a hopscotch game with some chalk or play soccer or basketball. You can even jump on your trampoline if you have one!

Fun Time Friday

Today is the last day of school! Get outside and do some water activities. Blow up some water balloons and have a water balloon toss, turn on a sprinkler, play with the hose or jump in and play in a pool, but make sure no matter what you do, make sure you're wearing sunscreen and have a great summer!

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

Ms Garcia

Email: garciamp@wwcsd.net

Tues & Wed 1:00 - 3:00

Ms. Williams

Email: williamssd@wwcsd.net

Mon & Wed 10:00 - 12:00

Week of June 8

Tema (Theme) - Materiales Escolares (School Supplies)

Vocabulario

el lápiz-pencil

las tijeras-scissors

el pegamento-glue

el crayon-crayon

el marcador-marker

el papel-paper

el libro-book

la silla-chair

la mesa-table

la mochila-backpack

Lunes, el 8 de junio -

Introducción del vocabulario (Introduction to the vocabulary)

<https://www.youtube.co/watch?v=JTIVsSAu8uc>

Actividad (Activity)

Miran la imagen que es abajo y escribe cinco cosas que pueden ver en la imagen. Pueden mirar por las cosas que ya aprendieron como colores, animales, transportación, y materiales escolares. (Look at the image below and write five things that you can see in the image. You can look for things that you have already learned such as colors, animals, transportation, and school materials.)



Martes, el 9 de junio -

Repaso de las materiales escolares. (Review of school supplies.) Escuchan a la canción mochila roja. (Listen to the red backpack song)

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

Actividad (Activity)

Llena la mochila con las materiales escolares. (Fill the backpack with the school supplies.) Pueden dibujar y/o escribir los nombres de las materiales. (You can draw and or write the names of the materials.)

Miercoles, el 10 de junio -



Repaso de las materiales escolares (Review of school supplies)

Actividad (Activity)

Cuáles son las materiales escolares que pueden encontrar en su casa? (What are the school materials you can find in your house?)

Vayan en un búsqueda para encontrar materiales escolares. (Go on a hunt to find school supplies.)

Opción 1 (Option 1) Después pueden escribir qué encontraste. (After you can write what you have found.) Empiecen con "Encontré..... (Begin with "Encontré....

Opción 2 (Option 2) Escriben el nombre de cada cosa y toman una foto. (Take a picture of what you found and write the name of each item.)

Jueves, el 11 de junio -

Un día para celebrar!

Pueden mirar los videos de gato y perro. (You can watch the Cat and Dog video)

https://www.youtube.com/watch?v=1bhlsy9p_TQ

Un video para bailar. (A dancing video)

<https://www.youtube.com/watch?v=ZrGwXMBGb1g>

Un otro para bailar. (Another dancing video)

https://www.youtube.com/watch?v=_3GTMrkkHA

Cabeza, hombros, rodillas, pies. (Head, Shoulders, Knees and Toes)

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

Disfruten! Enjoy!

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