NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 1

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read the passage, "The Twins' First Day," and answer the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete the worksheet "Use a Rule".	
Science	Read the passage, "An Eye for Color." Then answer the questions that follow.	
Social Studies	Complete the worksheets "Middle Colonies" and "Southern Colonies".	

Lesson #1

The Twins' First Day
Part 1: New Roles

"All set? Of course you are, but where's your brother?"

"Here I am. Ready!"

Jamal appeared from around the corner with his backpack securely fastened to his shoulders and lunch sack in hand. It was the twins' first day of school at Westwoods Elementary.

"I told you, Mom, I'm turning over a new leaf, so I'm not going to lose things or forget things this year, and I'm going to be more organized."

"That's really good to hear." Mom smiled. "Especially since Paul won't be there to help you out."

Jamal and Paul had been together since kindergarten. They'd attended a small school where there was only one class for each grade. Now they'd be separated, and each was worried for a different reason. Making friends came easily to Jamal, so he always had a group of kids around him. Paul was shy, and so he'd always counted on being included in Jamal's group of buddies.

Paul, on the other hand, was studious and organized. His desk was neat, his folders were orderly, and he never forgot his homework. He was usually happy to help Jamal with his assignments and study for tests and even let him borrow things when Jamal had forgotten his at school. Jamal had always been grateful for the help but insisted he'd try harder to be organized and improve his study habits. This year was going to be a challenge for both brothers.

The brothers boarded the bus amid the stares of other students. Jamal slid into a seat next to a dark-haired boy. Paul sat across from him, set his backpack on the seat, and thought about how Jamal made friends so easily. *How does he do it? He's like a magician—he'll have dozens of friends before I have even one.* Just then, a friendly face peered over the top of the seat in front of Paul.

"Hi, are you new here? What's your name?" Paul started talking to Jackson and was surprised at how easy it was. When the bus arrived at school and the students began to empty out, Paul decided to follow Jackson since Jamal would be busy with his own new friends. As the bus pulled away, Paul had an uneasy—and unfamiliar—feeling. Then suddenly, he realized what was bothering him. He'd left his backpack on the bus!

RL.4.4 1. Jamal says he is "turning over a new leaf" this year. What does he mean?

A) He is collecting leaves.
B) He is starting some new habits.
C) He is volunteering to rake the yard.
D) He is turning over the garden.

RL.4.1 2. Underline evidence in the story that supports the answer to item 1.

RL.4.3 3. Choose words and phrases from the text to describe the main characters.

Paul _____

Jamal _____

L.4.5.A 4. How is Jamal like a magician?

A) He has a favorite magician.
B) He knows many magic tricks.
C) He makes friends quickly.
D) He can make friends disappear.

RL.4.1 5. Explain the meaning of the sentence below.

As the bus pulled away, Paul had an uneasy—and unfamiliar—feeling.

_____

_____

_____

L.4.4.A 6. Use context clues to figure out the meaning of the words listed below. Match each word with its clue.

_____ securely
_____ organized
_____ separated
_____ studious
_____ assignments
_____ challenge

A) something difficult or hard to do
B) spending lots of time studying
C) in good order
D) homework, class work
E) safely, tightly
F) kept apart

Name _____

Use a Rule
Skill 7

Learn the Math

The camping club is planning a trip. Each camper will need a flashlight. One flashlight uses 3 batteries. How many batteries are needed for 7 flashlights?

Example 1

Look for a pattern. Use a rule to complete the table.

Flashlights	1	2	3	4	5	6	7
Batteries	3	6	9	12	15	18	

Pattern: The number of batteries equals the number of flashlights times 3.

Rule: Multiply the number of flashlights by 3.

To find the number of batteries needed for 7 flashlights, multiply 7×3. $7 \times 3 =$ _____

So, _____ batteries are needed for 7 flashlights.

Example 2

Look for a pattern. Use a rule to complete the table.

Number of batteries	4	8	12	16	20
Packs of batteries	1		3	4	

Pattern: The number of packs of batteries equals the number of batteries divided by 4.

Rule: Divide the number of batteries by 4.

How many packs will 8 batteries make? _____ 20 batteries? _____

REASONING Write a rule for the table. Find the cost of 4 packs of batteries.

Packs of batteries	1	2	3	4
Cost	$5	$10	$15	

_____

_____

Do the Math

Skill 7

1. Look for a pattern. Use a rule to complete the table.

Spiders	1	2	3	4	5
Legs	8	16	▢	32	40

- Pattern: The number of legs equals the number of spiders _____.
- Rule: multiply the number of spiders by _____.
- $3 \times 8 =$ _____

So, there _____ legs on 3 spiders.

Remember
Look for a relationship between the two rows of numbers in the table.

Complete each table.

2.

Legs	8	12	16	20	24
Dogs	2	3	___	5	6

Rule: Divide the number of legs by 4.

3.

Cars	1	2	3	4	5
Tires	4	8	___	___	20

Rule: Multiply the number of cars by 4.

4.

Students	1	2	3	4
Shoes	2	___	6	___

Rule: Multiply the number of students by 2.

5.

Pencils	8	24	32	40	48
Boxes	1	3	___	___	6

Rule: Divide the number of pencils by 8.

6.

Pennies	15	20	25	30	35
Nickels	3	4	5	___	___

Rule: Divide the number of pennies by 5.

7.

Teams	4	5	6	7	8
Players	24	30	___	42	___

Rule: Multiply the number of teams by 6.

8. Write a rule for the table and find the number of shoes needed for 4 horses.

Horses	1	2	3	4
Shoes	4	8	12	▢

Pattern: The number of shoes equals the number of horses times 4.

_____

_____

Name: _____ 4th Grade Science

Day 1

An Eye for Color

Imagine an interspecies contest to find out who sees the most colors. Since the contest is *interspecies,* it would involve every kinds of species possible. So which species do you believe sees the most colors?

Write your guess here: _____

If you guessed humans, you would be wrong. It's not us. Humans see only three pure colors. For instance, we see red and blue. However, we also see the many combinations of red and blue. Other animals see even better than humans. For instance, the butterfly sees many more pure colors than we do.

However, the animal that sees the most color is the little known mantis shrimp. It can see 16 pure colors! Just think of the combinations! Actually, it's impossible to think of them. We cannot think about those colors because we have never seen them.

The mantis shrimp lives in the ocean. Like many shrimp–like creatures, their bodies are jointed in different segments. They have three pairs of legs on which to walk. They also have four pairs of claws, including a big set in the front that are folded like those of a praying mantis. Their big claws can punch so quickly that they move 50 times faster than the human eye can blink. Despite their interesting claws, however, it's their eyes that are really unique.

Nobody knows why the mantis shrimp adapted to see so many colors. Why did they change over many years so that they could see so many colors? Scientists think they adapted to catch their food. For a mantis shrimp, its food glows with extraterrestrial colors. That means the food glows with colors that seem out of this world! Glowing food is easier to catch for the mantis shrimp. Just imagine the colorful world these little creatures live in!

Answer the following questions about "An Eye for Color"

1. How many pure colors does a human see?

A. 4
B. 3
C. 16
D. 10

2. What does *adapted* mean?

A. "Changed over time"
B. "Stayed the same"
C. "Built"
D. "Destroyed"

3. How many total legs does a mantis shrimp have?

A. 2
B. 3
C. 4
D. 6

4. According to the passage, how fast does the mantis shrimp punch?

A. Faster than a human blinks
B. Faster than a cheetah runs
C. Faster than a butterfly travels
D. Faster than a locomotive

5. Using details from the text, explain two of the adaptations of a mantis shrimp and why they are important to the shrimp's survival.

_____
_____
_____
_____
_____
_____
_____

Name _____ Date _____

Thirteen Colonies – Middle Colonies

Middle Colonies

The region to the south of the New England colonies held the Middle Colonies. The Middle Colonies included New York, Pennsylvania, New Jersey, and Delaware. These colonies had a milder climate and better soil. They experienced warm summers and cold winters. The Middle Colonies had settlers who came from many nations in Europe, including Germany, Sweden, France and Scotland. Most people living in the Middle colonies earned their living through farming. These colonies were called the "breadbasket colonies" because they grew large amounts of wheat and grains as cash crops. Cash crops are crops that produce a lot of money for an area or region. Farmers used the area's three main rivers to ship their products to Philadelphia and New York City. These busy port cities became the largest cities of the Middle colonies. Besides trade, manufacturing was important too. Manufacturing is creating goods for others to use. Many factories were based in the Middle colonies. These factories were also part of their economy. The factories manufactured, or produced, goods such as iron, glass, paper and cloth.

There was little public education in the Middle Colonies. Most schools in the Middle Colonies were private schools and charged fees. Only families that could afford these fees would send their children to school. At the age of 12, many middle and lower class children became an apprentice. An apprentice lived and worked with a master craftsman such as a printer, shoemaker, glassmaker, silversmith or

other craftsman. After about 7 years, the apprentice could work on his own as a journeyman. Later, when he was experienced, he was considered a master craftsman who could then have his own apprentices.

Comprehension Questions about the Middle Colonies:

1. What states made up the Middle colonies?

2. What was the climate like in the Middle colonies?

3. What type of people made up the Middle colonies?

4. What made up the Middle colonies economy?

5. How did the Middle colonies feel about education?

Name _____ Date _____

Thirteen Colonies – Southern Colonies

Southern Colonies

Maryland, North and South Carolina, Virginia, and Georgia are the states that made up the Southern colonies. In the Southern colonies, the climate was warmer than in the other two regions because these colonies were the southernmost colonies, closest to the equator. The warm climate made it possible to grow crops throughout the year. Also there was a larger area of flat land with good soil for farming. In these colonies, people grew tobacco and rice on large plantations. A plantation is an enormous farm that grows crops. These cash crops were sold to other colonies and to England.

Almost everything a planter, or plantation owner, and his family needed was made on a plantation. The planter lived in a large house with his family. The owner's wife ran the house and often managed the slaves that worked in the house. The southern colonies depended on slaves to do most of the field work. Laws called "slave codes" were passed to control the slaves. According to these laws, slaves were the property of their owners and had no rights at all. Teaching slaves to read and write was against the law. Although there were some African slaves in the Middle colonies and fewer in the New England, most were located in the Southern colonies. By 1775 slaves were one fifth or twenty percent of the population in the 13 colonies.

Unlike the Middle colonies, most people in the Southern colonies came from England. And unlike the New England colonies, most people belonged to the Church of England. Laws in Virginia required all people to pay taxes to the church.

Most southerners owned small farms. Wealthy plantation owners controlled businesses, slaves, and government.

There was little public education in the Southern Colonies. In the Southern Colonies, wealthy children were taught at home, on the plantation, by a tutor.

Comprehension Questions about the Southern Colonies:

1. What states make up the Southern colonies?

2. What was the climate like in the Southern colonies?

3. What ruled the economy in the Southern colonies?

4. Who made up the Southern colonies? What religion did they practice?

5. How did the Southern colonies feel about education?

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 2

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "The End of a Volcano Tale", and complete the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete the worksheets over area.	
Science	Read the text, and answer the questions that follow.	
Social Studies	Complete the worksheet "Reading a Map."	

The End of a Volcano Tale

What did the girls learn from their project?

1 Sharla, Tess, and Lee stood proudly behind their model volcano. Tess straightened a tiny building in the village at the base of the mountain.

2 Mrs. Holt quieted the class. "Girls, you may begin."

3 Lee felt something wiggly in her stomach. She was supposed to go first.

4 "This is our volcano," she said. *Oh, that was stupid,* thought Lee, trying not to roll her eyes. *They can probably figure that out.* "We made it this shape because that's how a lot of volcanoes are shaped."

5 Next, Sharla told about what happens when a volcano erupts. After that, Tess told about a famous volcano and the town nearby that got covered up with ash and mud.

6 When it looked as if they were done, Mrs. Holt had a question. "Can you tell about the steps you went through to complete your project, girls?"

7 The girls looked at each other. They hadn't expected this. Sharla felt her face turn red, but she spoke up.

8 "Well, at first we didn't agree about what we wanted and how we wanted to do it." Sharla shrugged. "It took us a while to make a plan and get it done."

9 Tess went on. "We figured out that everybody had a job to do."

10 "And everybody has good ideas, even if they're not what you expect," added Lee.

11 Mrs. Holt looked pleased. *It only took one volcano and two explosions to figure out how to work together,* she thought. *Not bad.*

NAME _____

1. This story is mostly about
   _____ becoming best friends after working together.
   _____ what the girls learned from their project.
   _____ how a teacher helped the girls get along.

2. How do the girls feel about their volcano project?

   _____

   _____

3. When it is Lee's turn to speak, she feels
   _____ nervous.
   _____ happy.
   _____ cross.

4. Why did Sharla's face turn red when Mrs. Holt asked about how they completed their project?

   _____

   _____

5. What experiences have you had working with other people? Were there times when you didn't agree or get along? Write about it.

   _____

   _____

   _____

6. When it is Tess's turn to speak, what does she tell about?

   _____

   _____

7. Make a check mark next to the thing that happened first.
   _____ Mrs. Holt had a question.
   _____ Lee said, "This is our volcano."
   _____ Mrs. Holt looked pleased.

8. If the girls had to work together again, how do you think they would do? Explain.

   _____

   _____

Understand Area

Essential Question How is finding the area of a shape different from finding the perimeter of a shape?

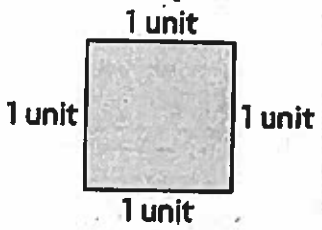
COMMON CORE STANDARDS CC.3.MD.5, CC.3.MD.5a
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

UNLOCK the Problem REAL WORLD

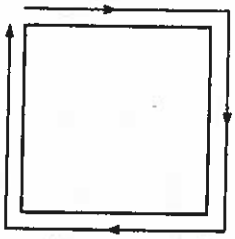
CONNECT You learned that perimeter is the measure around a shape. It is measured in linear units, or units that are used to measure the distance between two points.

Area is the measure of the number of unit squares needed to cover a flat surface. A **unit square** is a square with a side length of 1 unit. It has an area of 1 **square unit (sq un)**.

Unit Square

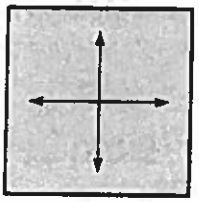


Perimeter



1 unit + 1 unit + 1 unit + 1 unit = 4 units

Area



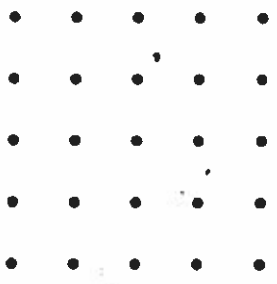
1 square unit

Math Idea

You can count the number of units on each side of a shape to find its perimeter. You can count the number of unit squares inside a shape to find its area in square units.

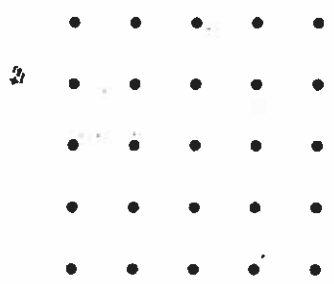
Try This! Draw three different shapes that are each made from 4 unit squares. Find the area of the shape.

Shape 1



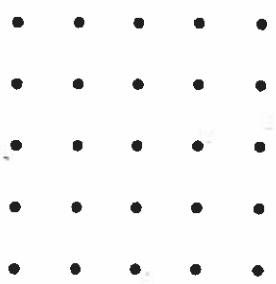
Area = _____ square units

Shape 2



Area = _____ square units

Shape 3



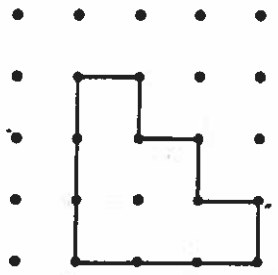
Area = _____ square units

- How are the shapes the same? How are the shapes different?

Share and Show

MATH BOARD

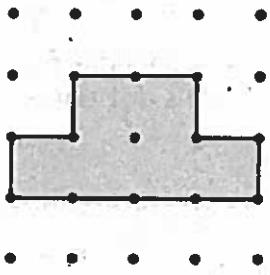
1. Shade each unit square in the shape shown. Count the unit squares to find the area.



Area = _____ square units

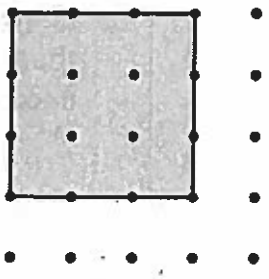
Count to find the area of the shape.

2.



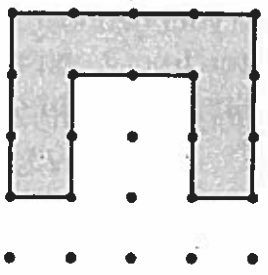
Area = _____ square units

3.



Area = _____ square units

✓4.



Area = _____ square units

Write *area* or *perimeter* for the situation.

5. buying a rug for a room

_____

✓6. putting a fence around a garden

_____

Name: _____

4th Grade Science
Day 2

Directions: Read the text, and answer the questions.

Jenna learns that every time she throws something away, it goes into a landfill. Landfills are areas where trash is buried. It is buried in a way that keeps it from coming into contact with the groundwater and air. This means it breaks down very slowly. Jenna wants to start recycling to put less trash in the landfill.

1. How will recycling help the environment?

   a. It creates less waste.

   b. It creates more waste.

   c. It creates more air pollution.

   d. It creates more water pollution.

2. Why is it a problem if trash in landfills breaks down slowly?

   a. It will take up too much space.

   b. It won't take up enough space.

   c. It gives animals a place to play.

   d. It is not a problem.

3. What are some other things Jenna can do to help the environment?

_____

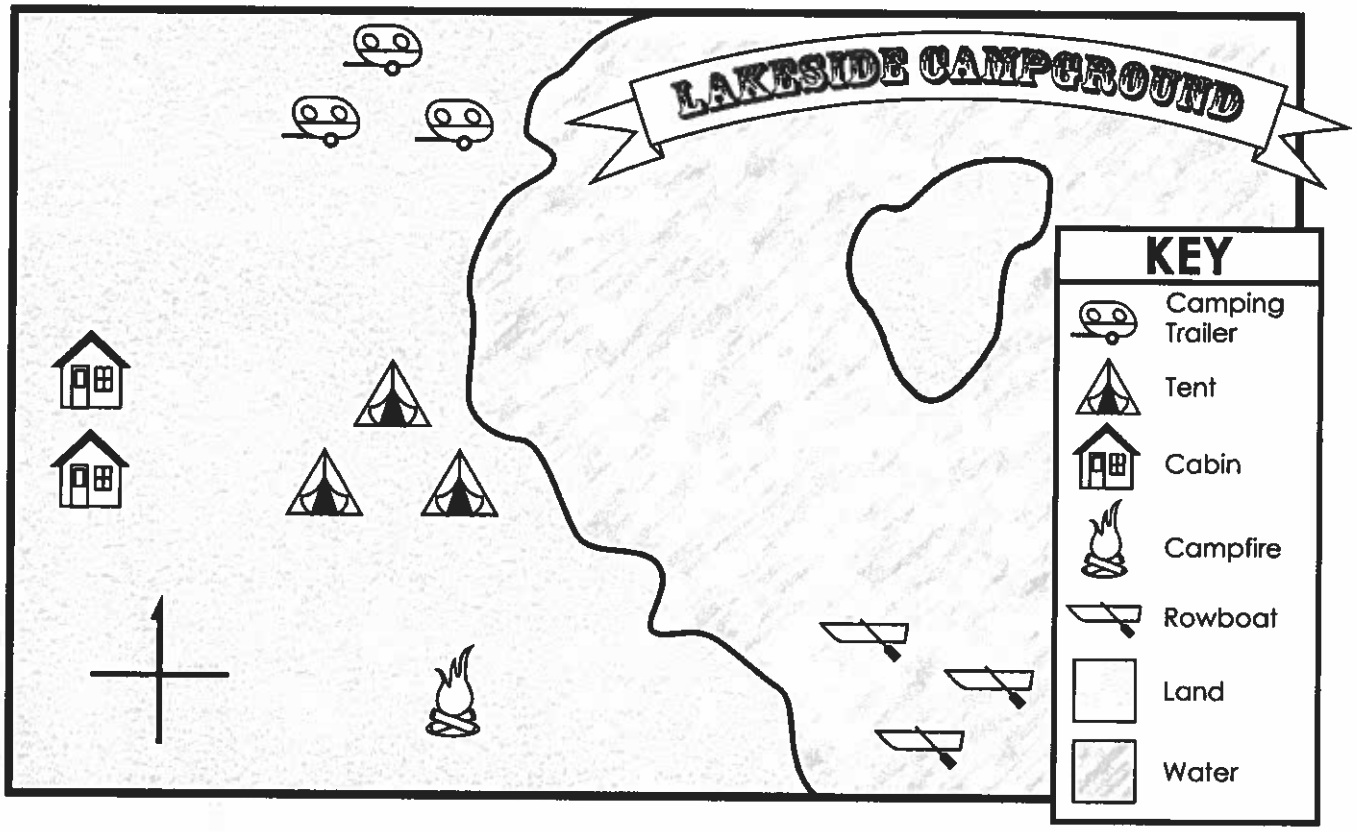
_____

_____

_____

Name: _____

Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

3. The rowboats are _____ of the campfire.
4. The camping trailers are _____ of the tents.
5. The cabins are _____ of the tents.
6. The campfire is _____ of the camping trailers.
7. The island is _____ of the cabins.

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 3

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "The Twins' First Day Part 2: Making Friends", and complete comprehension questions. Underline proof in the text to support your answers.	
Math	Complete the worksheet "Subtract Through 4-Digit Numbers".	
Science	Read the text, and answer the questions that follow.	
Social Studies	Complete the worksheet "Navigating Maps."	

Lesson #2

The Twins' First Day
Part 2: Making Friends

"Hey Paul, wait up!"

Paul heard his brother call his name and turned to find Jamal holding the backpack! A feeling of relief swept over him.

"Wow, thanks. My first day could've been a disaster!" said Paul as he took the bag.

"Well, you saved me lots of times before," Jamal admitted. "I almost didn't believe it when I saw this on your seat. Anyway, I see you have a new friend."

"Yeah, that's Jackson; see you at lunch."

Paul's new teacher, Mrs. Allen, spent the morning going over rules and helping her students organize their books and supplies. After that, they took a break.

"Let's play a little game," she said, "to help us get to know each other better." Mrs. Allen handed out sheets of paper with lots of boxes on them, and in each box there was a short description. The object of the game was to find someone who fit each description and have that person sign the box. Paul looked over the sheet quickly and noticed a few spots where he could put his signature, but one stood out: *Has been to Hawaii.* His family had just come back from a Hawaiian vacation before the move, so that was definitely his box!

Everyone had fun with the activity, and soon Paul was known as the new kid who's been to Hawaii. As kids lined up to get his autograph, he enjoyed the feeling of being popular. Jackson had introduced him to Stephen and Josh, and they were all planning to eat lunch together. Suddenly, Paul realized he hadn't even thought about Jamal since they'd gotten off the bus.

Meanwhile, across the hall, Jamal's class was busy organizing folders and arranging desks. Jamal was determined to start off on the right foot, so he wrote down all the tasks in his planner as soon as Ms. Kelly assigned them. He felt proud to be doing this on his own without Paul's help.

At recess, Jamal was waiting by the door, alone. "How was your morning, Paul?" he asked.

"Just great and I've got some new friends." He pointed to the three boys. "Come with us to check out the playground." Jamal was a little taken aback.

"Okay, yeah great, I could use a few new friends," he said.

RL.4.1 1. Why is Paul relieved at the beginning of the passage?

A) The bus arrives at school on time.
B) He has a new friend.
C) Jamal has Paul's backpack.
D) Paul leaves his backpack on the bus.

L.4.5.B 2. Jamal was determined to start off on the right foot. What do the underlined words mean?

A) to stand on one foot
B) to stand on his right foot
C) to walk using the right foot, then the left
D) to do things correctly the first time

RL.4.3 3. List one way in which Jamal has changed so far in the story.

_____

RL.4.3 4. List one way in which Paul has changed so far in the story.

_____

L.4.5.B 5. Jamal is "a little taken aback" at the end of part 2. Which sentence tells what he is probably thinking?

A) I can't believe Paul has three new friends, and I have none!
B) We're going to have a fun time at recess!
C) I can't wait to see the new playground!
D) Recess is too long; I need to get back to work!

L.4.4.A 6. Use context clues to figure out the meaning of the words listed below. Match each word with its clue.

_____ relief	A) big problem, catastrophe
_____ disaster	B) agreed
_____ admitted	C) during the same time
_____ description	D) comfort
_____ autograph	E) what something is like
_____ meanwhile	F) written name

Name _____

Subtract Through 4-Digit Numbers

Skill 13

Learn the Math

Last year, 859 students volunteered to help with the school fundraiser. This year, 2,372 students volunteered. How many more students volunteered this year?

You can use place value to subtract.

Subtract 2,372 − 859.

Step 1 Subtract the ones. Since 9 > 2, you need to regroup. 7 tens 2 ones = 6 tens 12 ones _____ ones − _____ ones = _____ ones	6 12 2,3 7 2 − 8 5 9 □
Step 2 Subtract the tens. _____ tens − _____ tens = _____ ten	6 12 2,3 7 2 − 8 5 9 □3
Step 3 Regroup to subtract the hundreds. 2 thousands 3 hundreds = 1 thousand 13 hundreds _____ hundreds − _____ hundreds = _____ hundreds	1 13 6 12 2,3 7 2 − 8 5 9 □13
Step 4 Subtract the thousands. _____ thousand − _____ thousands = _____ thousand	1 13 6 12 2,3 7 2 − 8 5 9 □,513

So, _____ more students volunteered this year.

REASONING Pete needs to find the difference between 1,234 and 909. Explain which places need to be regrouped.

_____

_____

_____

Do the Math

Skill 13

1. Kim collects 132 aluminum cans. Andrew collects 84 aluminum cans. How many more cans does Kim collect?

> **Remember**
> In subtraction problems, you may need to regroup before you subtract.

Subtract. 132 − 84

- Subtract the ones.

  Since 4 > 2, you need to regroup.

  3 tens 2 ones = 2 tens, _____ ones

  _____ ones − _____ ones = _____ ones

$$\begin{array}{r} \square\square \\ 1\not{3}\not{2} \\ -\ 8\,4 \\ \hline \square \end{array}$$

- Subtract the tens.

  Since 8 tens > 2 tens, you need to regroup.

  1 hundred 2 tens = 0 hundreds _____ tens

  _____ tens − _____ tens = _____ tens

$$\begin{array}{r} \square \\ \square\not{2}^{12} \\ \not{1}\not{3}\not{2} \\ -\ 8\,4 \\ \hline \square 8 \end{array}$$

- There are no hundreds left to subtract.

So, Kim collects _____ more cans.

Find the difference.

2. 516 − 29	**3.** 626 − 8	**4.** 1,627 − 559	**5.** 8,415 − 531
6. 2,473 − 196	**7.** 5,413 − 834	**8.** 644 − 36	**9.** 195 − 9

10. In October, Ms. Tyndall's class read a total of 1,847 pages. In November, the class read a total of 4,625 pages. How many more pages did Ms. Tyndall's class read in November than in October?

_____

Name: _____

4th Grade Science
Day 3

Directions: Read the text, and answer the questions.

Many trees in Reggie's town were cut down to build a new shopping mall. The town organized a day for everyone to come plant trees in a park. Reggie and his family plant a tree together.

1. What change did people make that could hurt the world?
   a. planted trees
   b. cut down trees
   c. went shopping
   d. played at a park

2. What was the benefit of planting trees at the park?
   a. They will provide new homes for animals.
   b. They will provide shade when they grow.
   c. They will be beautiful.
   d. all of the above

3. What is a question Reggie can ask about the trees they planted?

   _____

   _____

   _____

4. What is another way that Reggie can help the environment?

   _____

   _____

Name: _____ 4th Grade SS Day 3

Date: _____

NAVIGATING MAPS

Use the map on the next page to answer the questions below:

1. What is the capital of Minnesota (MN)?

_____

2. Which state is directly east of Indiana (IN)?

_____

3. Name a city in Kansas (KS) that is not the capital city.

_____

4. Approximately how many miles is San Francisco, CA, from Seattle, WA?
   a. 100 miles
   b. 550 miles
   c. 800 miles
   d. 1,200 miles

5. Name four states that share a border with Mexico.

_____

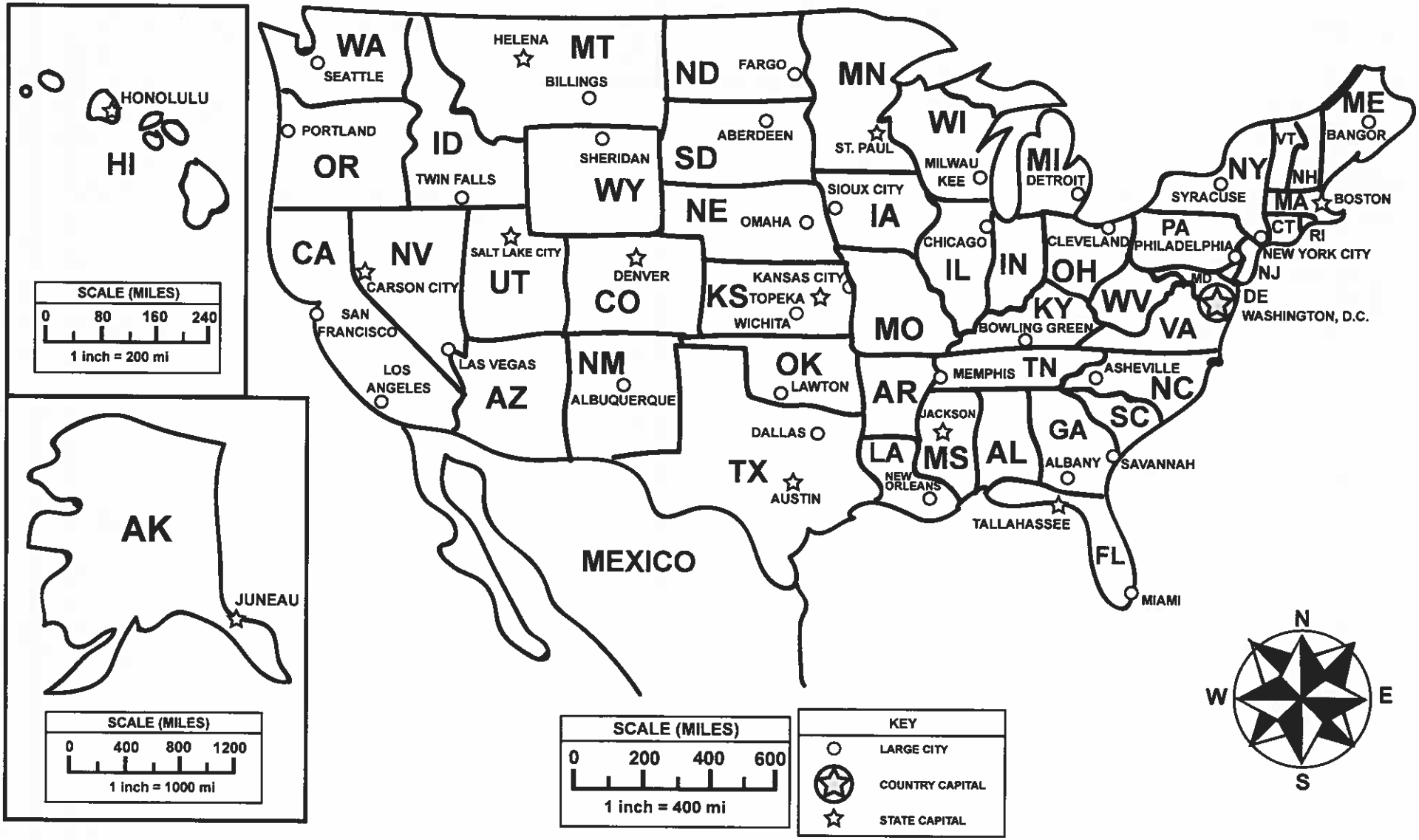
_____

_____

_____

Name: _____

Date: _____


WA
SEATTLE
HELENA
MT
BILLINGS
ND
FARGO
MN
ME
BANGOR
VT
NH
MA
BOSTON
CT
RI
NEW YORK CITY
NJ
DE
WASHINGTON, D.C.
MD
PA
PHILADELPHIA
NY
SYRACUSE
WI
MILWAU KEE
ST. PAUL
MI
DETROIT
HONOLULU
HI
PORTLAND
OR
ID
TWIN FALLS
SHERIDAN
WY
ABERDEEN
SD
NE
OMAHA
SIOUX CITY
IA
CHICAGO
IL
IN
CLEVELAND
OH
WV
VA
KY
BOWLING GREEN
MO
KANSAS CITY
KS
TOPEKA
WICHITA
CA
NV
CARSON CITY
SALT LAKE CITY
UT
DENVER
CO
SAN FRANCISCO
LOS ANGELES
LAS VEGAS
AZ
NM
ALBUQUERQUE
OK
LAWTON
DALLAS
TX
AUSTIN
AR
MEMPHIS
TN
ASHEVILLE
NC
SC
GA
ALBANY
SAVANNAH
JACKSON
MS
AL
LA
NEW ORLEANS
TALLAHASSEE
FL
MIAMI
MEXICO
AK
JUNEAU
SCALE (MILES)
0 80 160 240
1 inch = 200 mi
SCALE (MILES)
0 400 800 1200
1 inch = 1000 mi
SCALE (MILES)
0 200 400 600
1 inch = 400 mi
KEY
LARGE CITY
COUNTRY CAPITAL
STATE CAPITAL
N
W
E
S

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 4

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "Which Dog is Right For You?" Then complete the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete Simple Solutions Lesson 1. Write your answers in the boxes.	
Science	Read the text, and answer the questions that follow. Then, draw a picture of two ways you affect the world.	
Social Studies	Complete the worksheet "Continents."	

NAME:_____ DATE:_____

WHICH DOG IS RIGHT FOR YOU?

"Yes, we can get a dog." How exciting! A dog can give you several years of love and friendship. But before you bring a dog home, there are some things you need to decide. One of those things is which breed of dog to choose. Different breeds of dog are best for different families. Here are some questions to help you choose the right dog for you.

How much space do you have?

Dogs come in many different sizes, and so do homes. Make sure your home has enough space for your new friend. If you live in an apartment, a small dog, such as a pug or a Boston terrier, is a good choice. If you live in a house with plenty of space and a big backyard, you may want a large breed. Some very popular large breeds are Labrador retrievers and standard poodles.

Who is in your family?

Some dog breeds are very good with little children. The golden retriever is one of those breeds. Other breeds, such as the border collie, prefer older kids. How many kids are in your family? How old are they? Make sure the dog you choose is right for your family.

How active is your family?

All dogs need exercise, but some breeds of dogs are more active than others. Does your family like to go hiking or camping? Do you play sports? You may want an active dog. Some popular active breeds are the Irish setter and the Jack Russell terrier. If your family is less active, you will want a dog that requires less activity. Basset hounds and cocker spaniels, for example, are less active dogs.

How much time do you have?

Dogs need to be regularly trained, fed, walked, and groomed. That takes a lot of time. And dogs make good friends, so you will want to play with your dog. That takes time, too. Some breeds, such as the Pekingese, need to be groomed carefully every day. Other breeds, such as the short-legged dachshund, need a lot of training. Training and grooming take a lot of time. How much free time do you have? Will you have enough time to take care of the dog you choose?

NAME:_____ DATE:_____

DIRECTIONS Read "Which Dog Is Right for You?" and then answer the questions.

1. Based on the title, which prediction about the text is most accurate?

(A) It is about how to correct the behavior of dogs that misbehave.

(B) It is about selecting a dog that best suits one's needs.

(C) It is about dogs from the West Coast and the East Coast.

(D) It is about a trip to the vet.

2. A reader would most likely read the text if he or she wanted to

(A) get a Basset hound.

(B) make sure to choose the right breed of dog for himself or herself.

(C) get a cat.

(D) get the smallest dog he or she can find.

3. Which breed of dog would **not** be a good choice if you live in an apartment?

(A) standard poodle

(B) pug

(C) Boston terrier

(D) dachshund

4. Knowing about _____ before reading would help a reader understand the text.

(A) dogs

(B) apartments

(C) swimming

(D) hiking

5. What is the main idea of the first paragraph?

(A) You will have to make many decisions when you get a dog.

(B) It is exciting to get a new dog.

(C) Different breeds of dogs are right for different kinds of families.

(D) Everyone should get a new dog.

6. Why is it important for a family to choose the right dog?

(A) so the family and the dog are happy

(B) so the family doesn't get tired walking the dog

(C) so the dog food isn't too expensive

(D) so the dog doesn't get too big

Lesson #1

1. 475 + 869 = ?

2. Round 47 to the nearest ten.

3. The shelf could hold 224 kilograms of books. The students placed 179 kilograms of books on the shelf. How many more kilograms could the shelf hold?

4. Fill in the sign to make this sentence true. 656 ◯ 566

5. 30 − 16 = ?

6. A rectangle has 2 pairs of parallel sides. The distance around the outside of a rectangle is the perimeter. Find the perimeter.

7. Count by 5s. 25, 30, 35, _____, _____, 50

8. 4 × 8 = ?

9. Find the area of the rectangle.

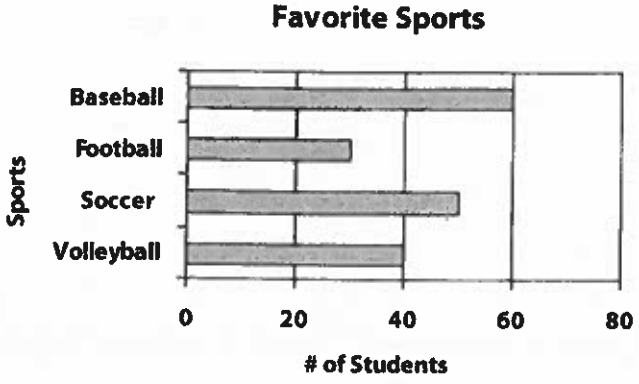
10. 36 ÷ 9 = ?

11. Travis drank 48 glasses of water. If he drank 8 glasses a day, how many days did it take for him to drink all 48 glasses?

12. What time will it be 15 minutes after 10:30?

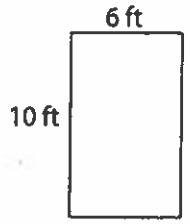
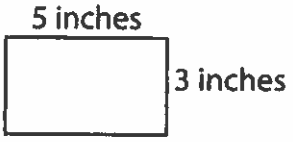
13. **In expanded form, the number 678 is written 600 + 70 + 8.**
Write 435 in expanded form.

Use the graph to answer questions 14 – 15.



14. Write the number who prefer
A) soccer B) football

15. How many students prefer baseball over volleyball?

1. 4.NBT.4	2. 4.NBT.3	3. 3.MD.2
4. 4.NBT.2	5. 4.NBT.4	6. 3.MD.8 
7. 2.NBT.2	8. 3.OA.7	9. 3.MD.7 
10. 3.OA.7	11. 3.OA.3	12. 3.MD.1
13. 4.NBT.2	14. 2.MD.10	15. 2.MD.10

Name: _____

4th Grade Science Day 4

Directions: Read the text, and study the chart. Then, answer the questions.

Humans change the world in many ways. Changes can be both good and bad. Many changes help humans and hurt the environment at the same time.

Change	How it Affects the World
cut down trees for wood	provides building materials, removes animal homes
plant trees	provides a home and food for birds and other animals
build farms	provides food for people, pollutes water with fertilizer
build factories	provides products for many people, pollutes the air
recycle	reduces garbage in landfills, reduces pollution

1. What is something humans can do that doesn't hurt the environment?

   a. plant trees
   b. cut down trees for wood
   c. build farms
   d. build factories

2. Which human action contributes to air pollution?

   a. building farms
   b. building factories
   c. recycling
   d. planting trees

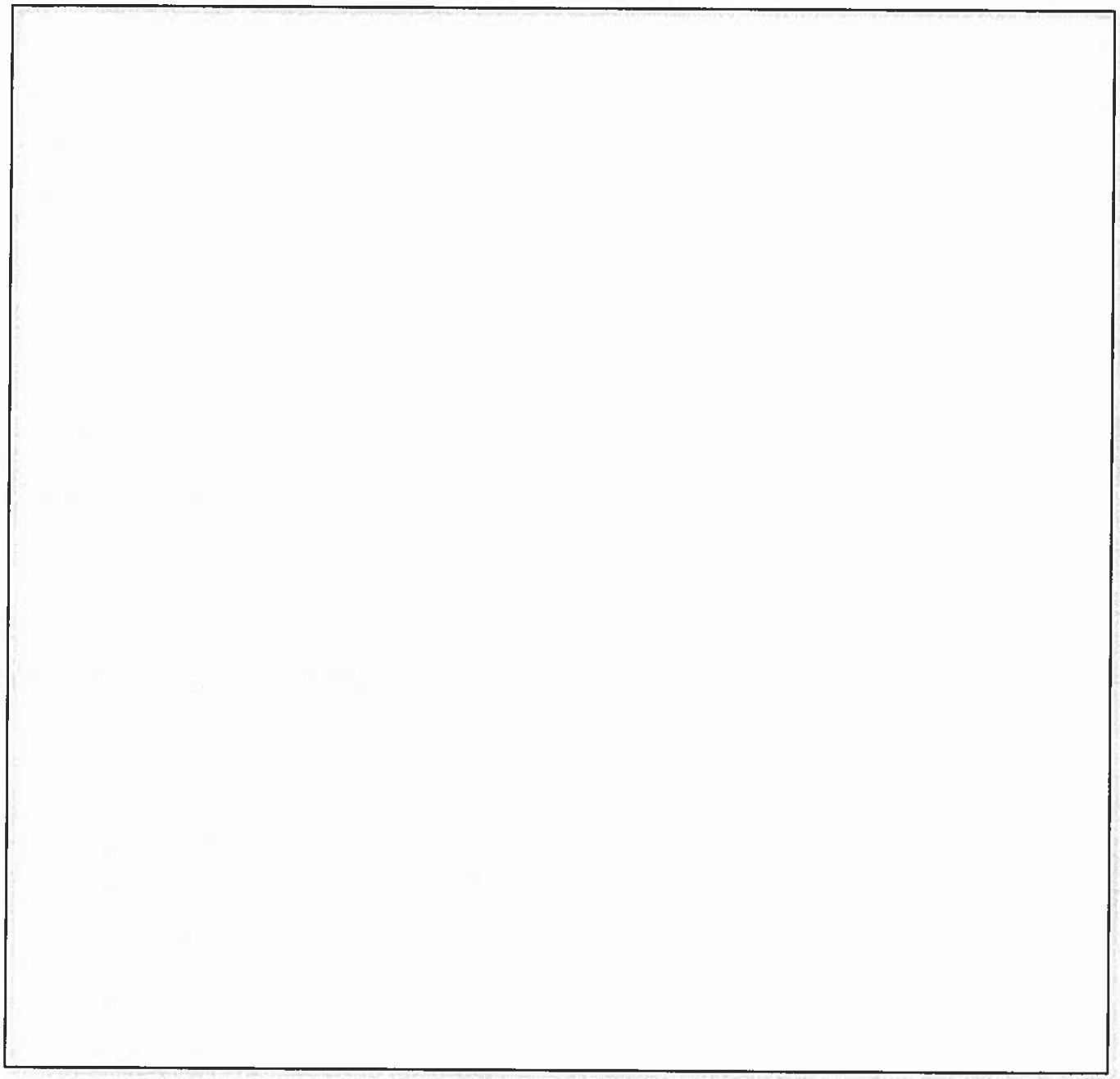
3. Which human action reduces garbage in landfills?

   a. building factories
   b. recycling
   c. cutting down trees
   d. building farms

Name: _____

4th Grade Science
Day 4

Draw a picture of TWO ways YOU affect the world.



Explain one way you can help take good care of the environment.

_____

_____

_____

_____

Name _____ **Date** _____

Continents

Use the text to answer each question below.

1. The borders of countries are decided by people. But oceans usually form the borders of continents. What about islands? Islands are often considered part of the continent they are closest to. Greenland, for example, is politically part of Europe. However, it belongs geographically to the continent of North America. Oceania is a name used to describe many islands in the Pacific Ocean. Most of these islands aren't part of any continent. The islands of Oceania include Fiji, Tonga and Samoa.

Australia, a continent and a country, is bordered by the Indian Ocean to the west and the Pacific Ocean to the east. Of all the continents, Australia is the smallest. But, as a country, it is the sixth largest in the world.

The biggest cities in Australia are Sydney, Melbourne, Brisbane and Perth. Much of this continent is called the "outback." The outback is a remote and partly desert region in the interior, or away from the coast. Koalas, kangaroos, emus and platypus are some of the unique animals that call Australia home.

Which of these is a true statement?

A. Australia is a continent that includes three countries.

B. Australia is the sixth largest continent.

C. No country is larger than Australia.

D. No continent is smaller than Australia.

2. Asia is the continent with both the biggest landmass and the largest population. Over 4 billion people live in Asia. Because of its size and diversity, people often divide Asia into subregions. These subregions include North Asia, Central Asia, the Middle East, South Asia, East Asia and Southeast Asia.

Southeast Asia is east of India and south of China. The countries of Malaysia, Indonesia, Vietnam and Thailand are located in Southeast Asia. The Middle East is where the continents of Africa, Europe and Asia meet. The Middle East includes the countries of Saudi Arabia, Iraq, Iran, Lebanon and Syria.

Which region most likely includes countries that are part of three continents?

A. Southeast Asia

B. The Middle East

C. East Asia

D. South Asia

3. Europe is the second smallest continent. Unlike Australia, however, it contains many countries; over 40 of them! Countries in Europe include England, Spain, Germany, Norway, Iceland, Poland and Romania.

Europe and Asia share a landmass. However, geographers generally see them as two separate continents because they have different histories and cultures. Europe is bordered by Asia to the east, the Mediterranean Sea to the south and the Atlantic Ocean to the west.

Why is Europe often considered separate from Asia?

A. because Europe and Asia have different cultures and histories

B. because Europe and Asia are on different landmasses

C. because Europe contains a much larger area than Asia

D. because Europe is bordered by oceans on all sides

4. Africa is bordered by the Atlantic Ocean to the west, the Indian Ocean to the southeast and the Mediterranean Sea to the north. Africa is the second-largest continent and has the second-largest population. A few of Africa's more than 50 countries include: Nigeria, Egypt, Tanzania, Kenya and Algeria. South Sudan, in the northeast of Africa, is a relatively new country. It gained independence from Sudan in 2011.

The Nile is the world's longest river. The Nile runs north through 11 African countries, including Ethiopia, Rwanda and Uganda. The Sahara Desert covers almost one-third of the African continent and is the hottest desert on Earth.

Which of the following would most likely be true of a map of Africa made in 2009?

A. It would not show the country of Nigeria.

B. It would not show the Nile.

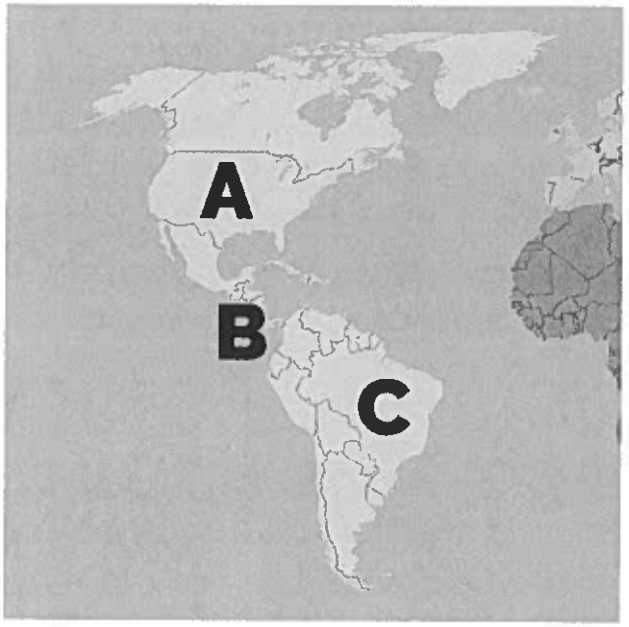
C. It would not show the country of South Sudan.

D. It would not show the Sahara Desert.

5. North America contains the countries of the United States, Mexico and Canada, as well as Central America and many Caribbean islands.

Central America is an isthmus, or land bridge, connecting North and South America. Central America includes the countries of Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama. In Panama, a 48-mile-long, man-made canal crosses the country and connects the Atlantic and Pacific Oceans. This canal, called the Panama Canal, makes it possible for ships to travel from one ocean to the other much faster.

In the map below, which letter represents Central America?



A. A

B. B

C. C

D. A and C

6. South America is bordered by the Pacific Ocean to the west and the Atlantic Ocean to the east. The countries of South America include Argentina, Bolivia, Brazil, Chile, Colombia and Ecuador. Spanish is spoken in much, but not all, of this continent.

In Brazil, the largest country of South America, Portuguese is the official language. In addition to Brazil, there are three other countries where Spanish is not the official language. English is spoken in Guyana, Dutch is spoken in Suriname and French is spoken in French Guiana.

There are also many languages indigenous, or native, to South America that are still spoken today. Quechua, the language of the Incan empire, is the most common of these. It is spoken in Bolivia, Peru, Colombia and Argentina.

Which of the following is true of Argentina, Chile and Ecuador?

A. English is their official language.

B. Portuguese is their official language.

C. Spanish is their official language.

D. Quechua is their official language.

7. Antarctica is the coldest and windiest place on Earth. It has no capital city, no official currency and a population of zero! Though there are no permanent human residents, there are many animals living on this icy continent. Penguins, seals and fish have adapted to the cold environment in interesting ways. One species of fish found off the coast of Antarctica in the Southern Ocean has transparent blood.

The South Pole, located in Antarctica, is the southernmost part of the globe. The South Pole experiences six months of darkness in the winter and six months of daylight in the summer.

Which of the following would you be **least** likely to see in Antarctica?

A. people waiting in line at a supermarket
B. a group of seals in the Southern Ocean
C. the sun staying up after midnight
D. fish that have transparent blood

8. Some people define a continent as a continuous landmass surrounded by ocean. According to this definition, Europe and Asia would be considered one continent, called Eurasia. When we consider this landmass as two continents, we divide Europe and Asia along the Ural Mountains south to the Ural River and the Caspian Sea, and along the Caucasus Mountains to the Black Sea.

Russia is the world's largest country. Three-quarters of Russia's land is in Asia and one-quarter is in Europe. However, most of the population lives in the European portion of the country.

Which of these can describe Russia?

A. It is entirely in Europe.
B. It is entirely in Asia.
C. It is its own continent.
D. It extends across two continents.

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 5

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "The Twins' First Day Part 3: Nothing Stays the Same," and complete the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete Simple Solutions Lesson 2. Write your answers in the boxes.	
Science	Read the text, and answer the questions that follow.	
Social Studies	Create your own map using the symbols shown.	

Lesson #3

The Twins' First Day
Part 3: Nothing Stays the Same

Mom was sitting in the kitchen, just finishing a phone call, when the boys came through the door, laughing and talking about their new school. She gave them the quiet sign, and they knew what to do. Whenever Mom worked from home, they had to be respectful of her time and space. Jamal and Paul each fixed a snack and sat at the table. A little while later, Mom joined them.

"Well, let's hear it," she said. "How did it go?"

Paul started first, explaining about how he'd left his backpack on the bus and how Jamal had saved the day. Then, he started talking about his new friends and how easy it had been for him to get to know other kids this year. He wondered why he hadn't been able to do that before.

"I think I always let Jamal be the friend-maker, but now I know I can do it too. It's really amazing," he confided. Jamal spoke next.

"I couldn't believe it when you showed up at recess with three new friends, especially since I was all alone," he said. "The playground at our new school is incredible, and there's even a climbing wall."

Then Jamal pulled out his planner, which was completely filled in.

"I told you things were going to be different this year, and I meant it. Ms. Kelly has a model planner for us to copy, so I can keep up throughout the day. Since I won't have Paul to rely on anymore, it'll be up to me to keep things straight. It's actually easier than I thought it would be."

Mom sat back and looked at both boys with pride.

"It's a little hard moving to a new school, I know, but it looks like you two have made this work. I think it's going to be an exciting year." Mom looked around the table at all the books, papers, and debris from after-school snacks.

"And since we're all starting new habits, let's clean up after ourselves from now on. I'd like to keep the kitchen table cleared off."

"Sure thing, Mom," answered Paul. "Jamal will get right on it!" They all laughed.

RL.4.6 1. ***Point of view*** **is the way a story is told.** ***First person*** **point of view means the narrator is a character in the story. Look for words like** *I*, *me*, **and** *my*. ***Third person*** **point of view means the narrator is an observer. Look for words like** *he*, *she*, **and** *they*.

"The Twins' First Day" is written in the _____.

first person point of view third person point of view

RL.4.1 2. What does Paul think about making friends? Use text evidence to support your answer.

_____

_____

RL.4.1 3. How has Jamal changed his habits?

A) He played on the climbing wall.
C) He's made lots of friends.
B) His planner is completely filled in.
D) He is on time for school.

RL.4.2 4. ***Theme*** **is the message the author is sending to the reader. It may be something the main character learns.** Think about all three parts of "The Twins' First Day." Which sentence identifies the theme of the story?

A) Making friends is always easy.
B) People can change and learn new habits.
C) Don't give up on your dreams.
D) Treat everyone with respect.

RL.4.4 5. Use context clues to figure out the meaning of the words listed below. Match each word with its clue.

____ respectful	A) trash, wrappers
____ confide	B) polite
____ incredible	C) to tell secrets or personal things
____ debris	D) unbelievable

RL.4.3 6. Reread the last line in the story. Why is this funny?

A) Mom wants everyone to clean up.
C) Jamal is picking up new habits.
B) Paul is pushing the job onto Jamal.
D) both B and C

Lesson #2

1. $8 \times 3 = ?$

2. Find the area.

3. Round 279 to the nearest hundred.

4. Write 537 in words.

5. Fill in the sign to make this sentence true. 900 ◯ 890

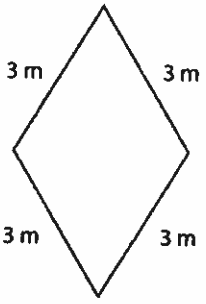
6. Write the base-ten number for 400 + 50 + 1.

7. $465 + 378 = ?$

8. Draw along the dotted lines to divide the rectangle. Shade in one part. What fraction is shaded?

9. $80 \times 7 = ?$

10. Find the perimeter of the rhombus.



11. $56 \div 7 = ?$

12. Mrs. Jones worked a total of 63 hours. She worked 7 hours each day. For how many days did she work?

13. Show the distributive property when solving 6×9.

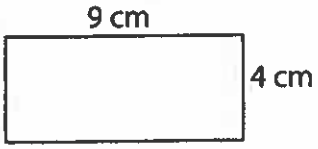
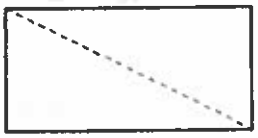
$6 \times (4 + 5) = (\_\_\_\_ \times \_\_\_\_) + (\_\_\_\_ \times \_\_\_\_) = \_\_\_\_ + \_\_\_\_ = 54$

14. $832 - 265 = ?$

15. After a week of sunshine, 24 tomatoes ripened on the vines. There were 3 ripe tomatoes on each vine. How many tomato vines were there in all? Write a division sentence to show the problem.

____ ÷ ____ = ____

Simple Solutions©

1. 3.OA.7	2. 3.MD.7 	3. 4.NBT.3
4. 4.NBT.2	5. 4.NBT.2	6. 4.NBT.2
7. 4.NBT.4	8. 3.G.2 	9. 3.NBT.3
10. 3.MD.8	11. 3.OA.7	12. 3.OA.3
13. 3.OA.5	14. 4.NBT.4	15. 3.OA.3

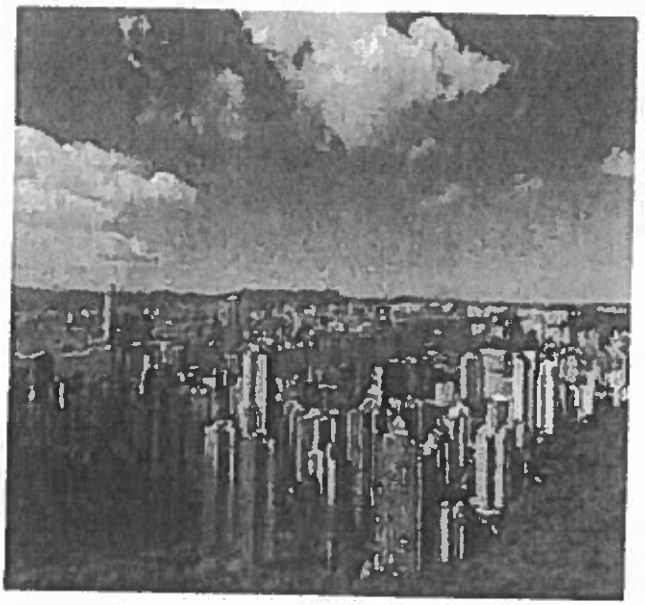
Name: _____

4th Grade Science
Day 5

Directions: Read the text. Answer the questions.

How Humans Change Our World

Humans make huge changes to the world. Think about the way a city looks compared to the way a forest looks. A forest is full of trees, other plants, and animals. A city is full of buildings, cars, and concrete. There is no doubt that we are able to change the environment to meet our needs. The changes humans make can have a positive or negative effect. We have to make efforts to take care of the ecosystems that surround us.



1. What is an example of humans changing the world?
   a. tornado
   b. hurricane
   c. polluted water
   d. tsunami

2. What is an example of a positive change that people can make to the world?
   a. Cutting down trees in a forest.
   b. Catching too many fish in a lake.
   c. Planting trees in a park.
   d. Dumping chemicals in the ocean.

3. If humans build a city, how could it affect the plants and animals in the area?

_____

_____

_____

Name: _____ 4th Grade SS Day 5

Use the box to create the map using the symbols below:

1. Draw a compass rose in the lower right-hand corner of the box.
2. Draw a  in the center of your paper from west to east.
3. Draw 6  in the southwest corner of the map.
4. Draw 4  east of the  .
5. Draw a  northeast of the  .
6. Draw a  west of the  .
7. Draw a  northwest of the  .
8. Draw a  north of the  .
9. Draw a  east of the  .
10. Draw a  north of the  .

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 6

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "Kicking it with Beckham", and complete the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete the worksheet on word form, expanded form and standard form.	
Science	Read the "Life Cycle of a Plant" diagram. Then use the diagram to answer the questions that follow.	
Social Studies	Complete the Supply and Demand worksheet.	

WEEK 14
DAYS
4–5

NAME:_____ DATE:_____

Kicking It with Beckham

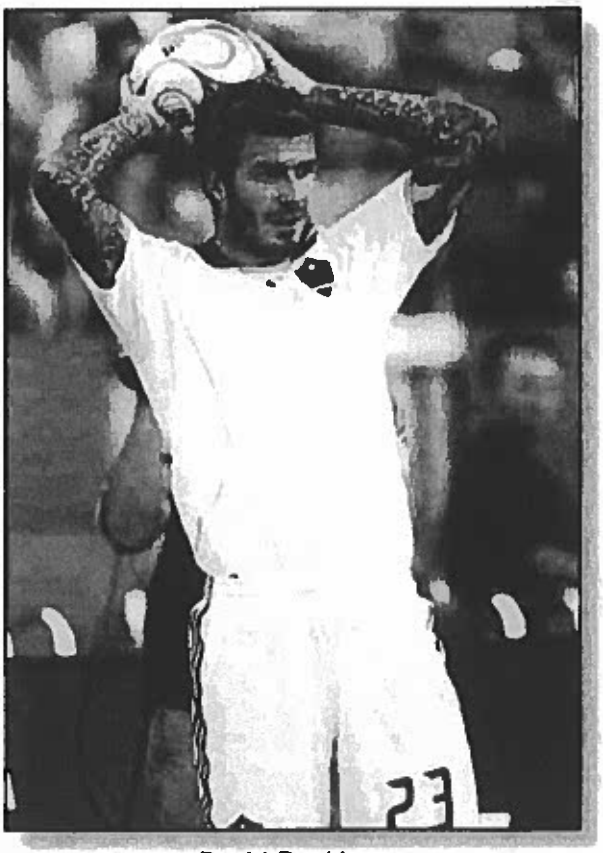
Many young boys and girls grow up wanting to become a famous athlete. David Beckham did. Many people that know him say that he was born to be a soccer player. He has loved the game from a very young age.

David grew up in England. He lived a pretty simple life. He played soccer constantly as a young boy. He worked hard on his skills. It has always been the biggest part of his life. He played his first professional game as a young man. He was only 18 years old. He played for the Manchester United team.

Beckham quickly became a fan favorite. He plays midfield and helps to move the ball for his team. He got a lot of attention for one goal he made. During a game, he noticed a goalie who was out of the goal. He kicked a goal from the halfway line of the field. He made it! Many people started to notice David after this play. He continued to work hard. Beckham helped his team win many games. He was also in the running for the World Player of the Year. People enjoyed watching him play.

In 2003, he was transferred to the Real Madrid team in Spain. He began to earn a lot of money for his smart footwork! His life truly became a rags-to-riches story. Beckham came from a simple life to earn millions of dollars playing soccer.

Today, David Beckham plays with the Los Angeles Galaxy team. He has dealt with several injuries in his career. Because of them, he has missed some games. Yet David Beckham remains one of the great soccer players in the world.



David Beckham

NAME:_____ DATE:_____

DIRECTIONS Read "Kicking It with Beckham" and then answer the questions.

1. Which question shows a purpose for reading this text?

(A) How much is a professional athlete paid?
(B) How did David Beckham become a great soccer player?
(C) Which soccer team has won the most championships?
(D) What are the rules for soccer?

2. Which sentence shares the author's opinion?

(A) People enjoyed watching him play.
(B) Beckham quickly became a fan favorite.
(C) Yet David Beckham remains one of the great soccer players in the world.
(D) He has loved the game from a very young age.

3. Which statement shows a connection to this text?

(A) This reminds me of being a fan of a movie star.
(B) This reminds me of reading a story like "Hansel and Gretel."
(C) This reminds me of playing at the beach.
(D) This reminds me of working hard to learn how to play tennis.

4. Which event happened first?

(A) Beckham joined the Los Angeles Galaxy team.
(B) Beckham scored a goal from midfield.
(C) Beckham missed games because of injuries.
(D) Beckham played for the Manchester United team.

5. What is the most important point about Beckham's life?

(A) He was only 18 when he became a professional soccer player.
(B) He worked hard, and his life story went from rags to riches.
(C) He played for three different teams.
(D) He grew up in England.

6. How many professional soccer teams are mentioned?

(A) one team
(B) two teams
(C) three teams
(D) four teams

Name _____

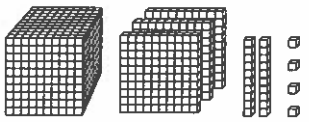
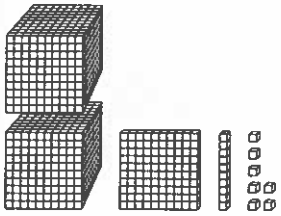
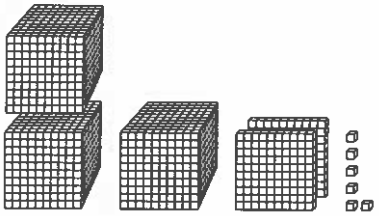
Learn the Math

You can write numbers in different ways. **Word form** is a way to write numbers using words. **Expanded form** is a way to write numbers by showing the value of each digit. **Standard form** is a way to write numbers by using the digits 0–9, with each digit having a place value.

Vocabulary

word form
expanded form
standard form

Write the number represented by the base-ten blocks three ways.

Example 1  1 thousand 3 hundreds 2 tens 4 ones	word form: _____ thousand, three hundred twenty-four expanded form: 1,000 + _____ + 20 + 4 standard form: 1,32_
Example 2  2 thousands 1 hundred 1 ten 7 ones	word form: _____ _____ expanded form: _____ + _____ + _____ + ____ standard form: _____
Example 3  3 thousands 2 hundreds 0 tens 6 ones	word form: _____ _____ expanded form: _____ + _____ + _____ + ____ standard form: _____

REASONING Felix says that 2,000 + 400 + 70 is another way to write 2,407. What is Felix's error?

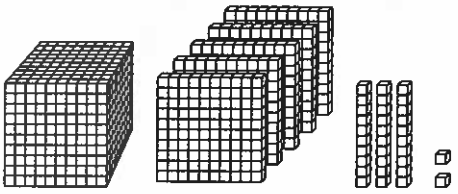
_____

_____

Do the Math

Skill 1

1. Carlos has the base-ten blocks shown. What are the different ways he can write the number his blocks represent?



- Write how many of each type of block Carlos has.

  _____ thousand _____ hundreds _____ tens

  _____ ones

- Write this number in word form.

  one _____, five _____ _____

- Write this number in expanded form.

  1,000 + _____ + 30 + ____

- Write this number in standard form. _____

Remember

Use 0 as a placeholder when there are no hundreds, tens, or ones.

Complete the chart to show each number in three ways.

	Standard Form	Expanded Form	Word Form
2.		6,000 + 400 + 90 + 1	_____ thousand, _____ hundred ninety-one
3.		_____ + ____ + 2	nine thousand, twelve
4.	7,480		_____ thousand, four hundred _____
5.		4,000 + 500 + 3	

Find the value of the underlined digit.

6. 8,317 → _____

7. 6,052 → _____

8. 4,220 → _____

9. 3,905 → _____

10. 5,135 → _____

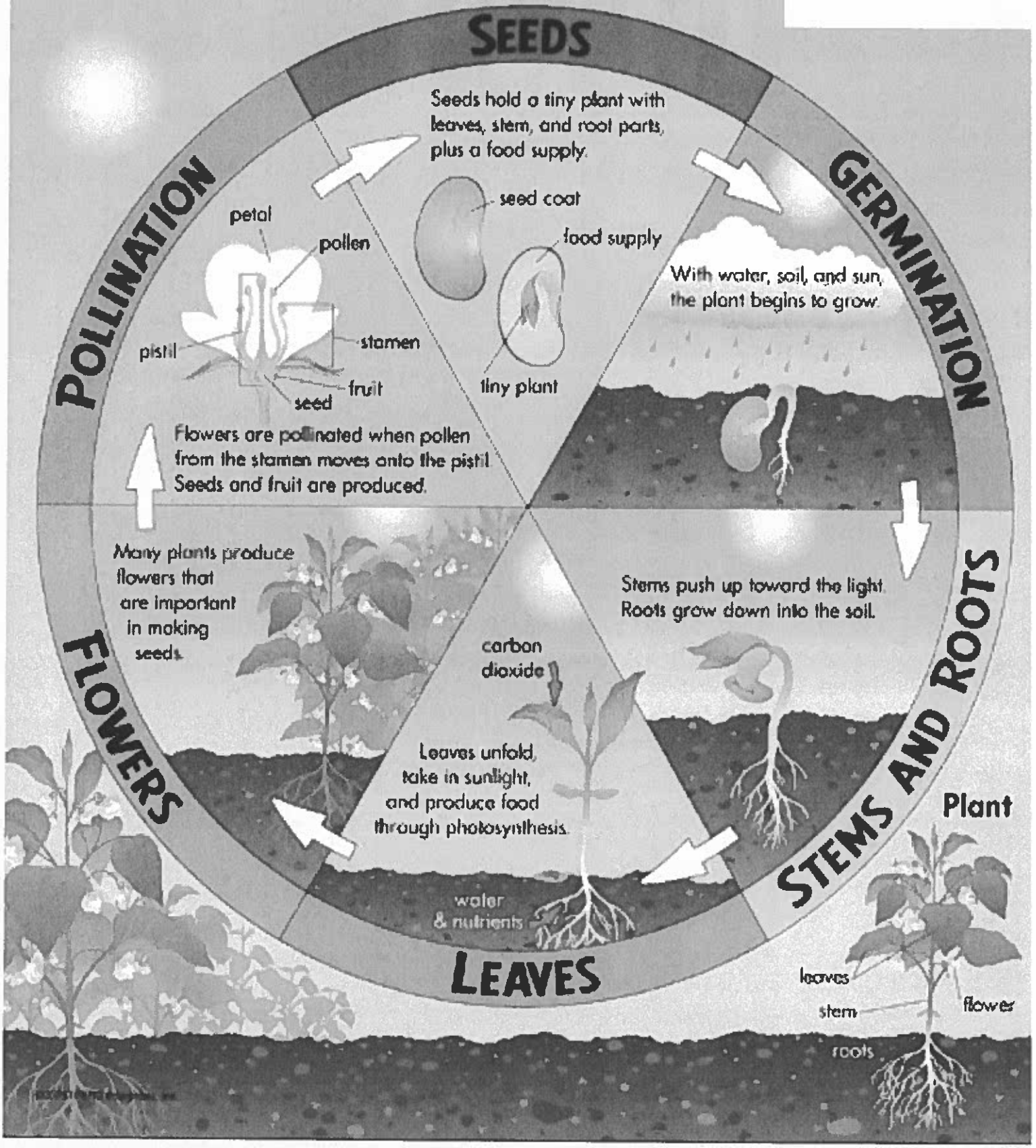
11. 9,366 → _____

12. Molly has 3 thousands blocks, 9 hundreds blocks, and 8 tens blocks. How can you write the number her blocks represent in standard form?

_____

Life Cycle PLANT

4th Grade Science Day 6



Name: _____

4th Grade Science
Day 6

Using the "Life Cycle of a Plant" diagram, summarize how a plant grows from a seed to a flower.

Explain why leaves are an important plant adaptation.

In your opinion, which step of the life cycle of a plant is the most important? Why do you think it is the most important?

Name: _____ 4th Grade SS Day 6

Supply and Demand

Supply is the amount of goods available at a given time. If there is a lot of something available for sale, the supply is high. If there isn't enough of something available for sale, there is a **scarcity**.

Demand is how many people want the goods that are available. If many people want the goods available, there is **high demand**. If there aren't many people who want the goods available, there is a **low demand**.

Jim and Kate own a farm. They have twenty hens that produce eggs. Jim and Kate sell the eggs to supermarkets across the state.

1. In April, many people wanted to buy eggs for Easter. Was the demand for eggs higher or lower than normal? 1. _____

2. In June, six of Jim and Kate's hens were sick and could not lay eggs. Was the supply of eggs higher or lower than normal? 2. _____

3. In August, Jim and Kate bought ten more hens. Did this cause the supply of eggs to go up or down? 3. _____

4. October was national pancake month. Because of this, many people stopped buying eggs. Did this cause the demand to go up or down? 4. _____

5. Do you think Jim and Kate like the demand for eggs to be high or low? Explain.

_____

_____

6. If most of the hens stop laying and eggs become scarce, what will probably happen to the price of eggs? Explain.

_____

_____

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 7

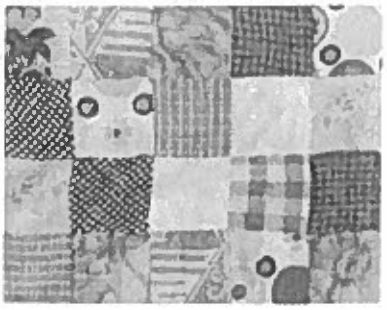
Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "A Fair to Remember Part 1: At Last", and complete the comprehension questions. Underline proof from the text to support your answers.	
Math	Complete the worksheets: Describe Angles in Plane Shapes.	
Science	Read "Plant Survival", and draw a line from the plant description to the illustration that matches the description. Then, use the plant descriptions to complete the Venn diagram.	
Social Studies	Read the passage "Every Little Bit Helps," and answer the questions that follow.	

Lesson #4

A Fair to Remember
Part 1: At Last



At last, opening day had arrived! Laura clutched her new purse, which was filled with the money she'd been saving all summer from doing odd jobs and babysitting. She had a hundred dollars! But the fair lasted for four days. How long would the money last?

Kaitlyn slid into the seat next to Laura and fastened her seatbelt. Both girls had been longing for this day since school let out. This year would be different because now, Laura and Kaitlyn were old enough to be on their own at the Lucas County Fair! Mr. Lewis turned the truck onto the highway, and they were off.

"What should we do first?" asked Laura.

"Let's check out the quilt exhibit," answered Kaitlyn, "I want to see if I won anything."

Over the summer, the girls had gone to quilting camp, and each had finished her first colorful project. The instructor had complimented the girls on their seam finishes and designs, so Laura and Kaitlyn decided to enter their quilts into the 4-H sewing competition.

"Well, even if I don't win anything, I learned a lot, and that quilt is my best work," Laura whispered, "I'm giving it to my mom for her birthday."

Twenty minutes later, the familiar fairgrounds were in sight, and soon, Laura's dad was parking his truck.

"Now listen, you two," Mrs. Lewis started, "be careful with your money. You don't have to spend it all today. Let's see, it's ten o'clock now, how about checking back with us at one? We'll meet in front of the dairy barn."

Both girls smiled and nodded their heads.

"That sounds great, Mom!" said Laura. She could hardly believe she'd be on her own for most of the day; it was a very grown-up feeling. Today would be a day to remember!

The girls headed in the direction of the midway and made the 4-H exhibition their first stop. The floor space was filled with arts and crafts, engineering projects, baked goods, and photography, but Laura and Kaitlyn quickly found their quilts. Each was pinned with an honorable mention ribbon!

"Not bad for our first try! Look at how good the others are," commented Kaitlyn. Laura nodded, admiring the silk ribbon. This would make her gift even more special.

"Let's go; we need to get our wristbands for the rides," she said.

RL.4.6 1. "A Fair to Remember" is written in the _____.

first person point of view third person point of view

RL.4.1 2. Why is Laura so excited?

A) She and Kaitlyn are riding in Dad's new truck.
B) She has saved money to spend at the fair.
C) She is allowed to be on her own at the fair.
D) both B and C

RL.4.1 3. How does Laura feel about her quilt?

A) She's disappointed she did not win first place.
B) She's embarrassed about her seam finishes and designs.
C) She's proud that she did her best and earned a ribbon.
D) both A and B

RL.4.1 4. In the text, underline evidence that supports your answer to item 3.

RL.4.4 5. Use context clues to figure out the meaning of the words listed below. Match each word with its clue.

_____ clutched	A) wishing for
_____ longing	B) praised
_____ engineering	C) held tightly
_____ seam	D) where two pieces of fabric are sewn together
_____ complimented	E) designing and building useful products

RL.4.3 6. Which details from the text help you to know the main character? Check all that apply.

___ She'd been saving money all summer from doing odd jobs and babysitting.
___ "I learned a lot, and that quilt is my best work."
___ "I'm giving it to my mom for her birthday."
___ The floor space was filled with arts and crafts.
___ "We need to get our wristbands for the rides."

Name _____

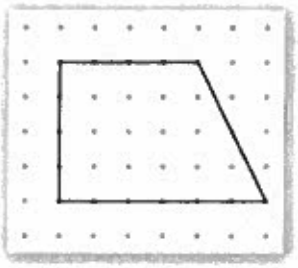
Describe Angles in Plane Shapes

Essential Question How can you describe angles in plane shapes?

UNLOCK the Problem

An **angle** is formed by two rays that share an endpoint. Plane shapes have angles formed by two line segments that share an endpoint. The shared endpoint is called a **vertex**. The plural of *vertex* is *vertices*.

Jason drew this shape on dot paper.

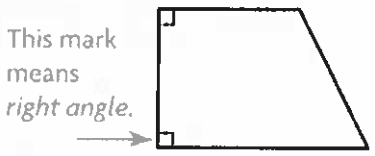


- How many angles are in Jason's shape?

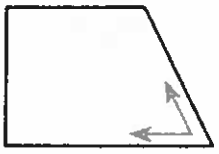
_____

Look at the angles in the shape that Jason drew. How can you describe the angles?

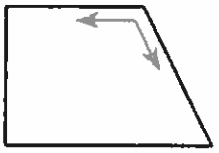
Describe angles.



A **right angle** is an angle that forms a square corner.



Some angles are less than a right angle.



Some angles are greater than a right angle.

Look at Jason's shape.

Two angles are _____ angles, _____ angle is _____ a right angle, and _____ angle is _____ a right angle.

MATHEMATICAL PRACTICES

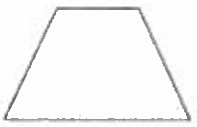
Math Talk Find examples of each type of angle in your classroom. Describe each angle.

Name _____

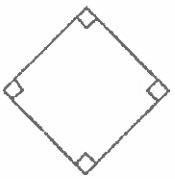
Write how many of each type of angle the shape has.

5. 

_____ right
_____ less than a right
_____ greater than a right

6. 

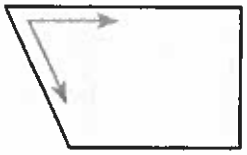
_____ right
_____ less than a right
_____ greater than a right

7. 

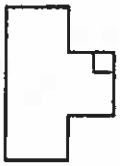
_____ right
_____ less than a right
_____ greater than a right

On Your Own

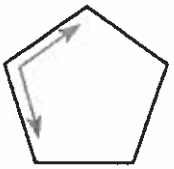
Use the corner of a sheet of paper to tell whether the angle is a *right angle*, *less than a right angle*, or *greater than a right angle*.

8. 

_____

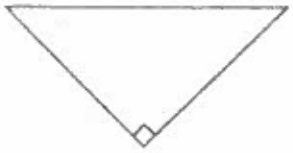
9. 

_____

10. 

_____

Write how many of each type of angle the shape has.

11. 

_____ right
_____ less than a right
_____ greater than a right

12. 

_____ right
_____ less than a right
_____ greater than a right

13. 

_____ right
_____ less than a right
_____ greater than a right

14. HOT Describe the types of angles formed when you divide a circle into 4 equal parts.

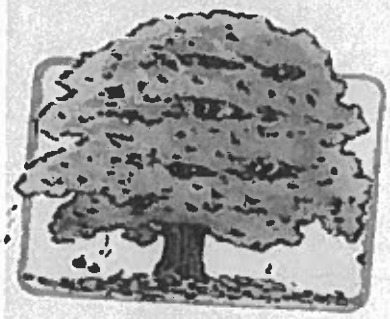
_____

Name: _____

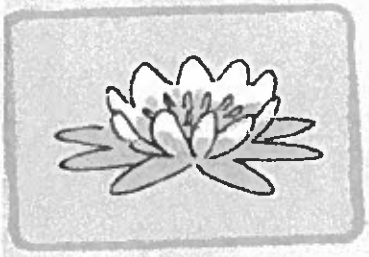
4th Grade Science Day 7

Plant Survival

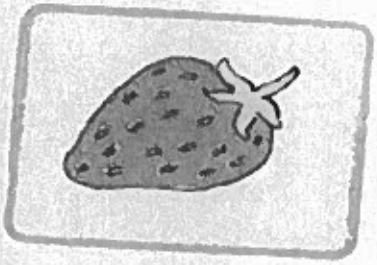
Draw a line from the plant to its description.



Plant 1

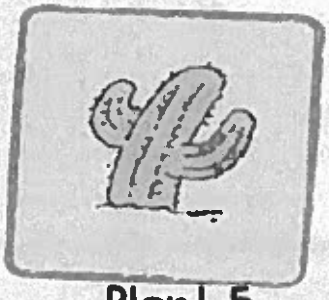


Plant 2



Plant 3

Plant 4



Plant 5

This plant is a fruit. It grows very low to the ground. In order to spread, it has special horizontal stems called runners.

This plant has developed spines in order to protect itself from animals that would like to eat it.

This plant lives in northern forests where there is heavy snowfall. Its branches point downward so that the snow falls off and doesn't break them.

This plant's leaves are supported by water. Its roots are anchored to pond bottoms.

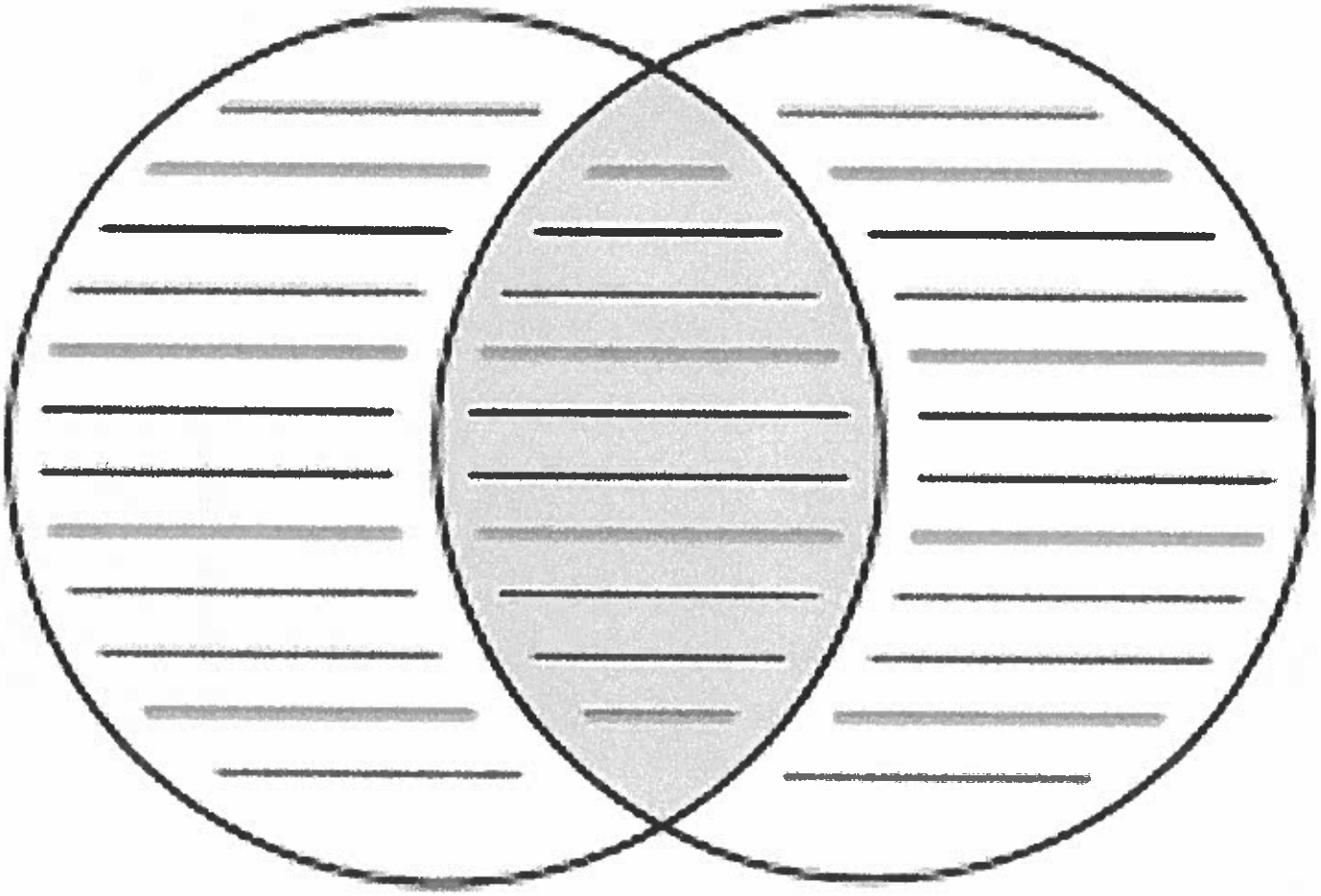
This plant lives in temperate zones. As cold weather approaches, it drops its leaves. Because the tree doesn't have to provide water and nutrients to its leaves, it can conserve energy over the winter.

Name: _____

4th Grade Science
Day 7

Choose TWO of the plants from the "Plant Survival" page. Use the venn diagram to compare and contrast the two plants.

_____ _____



Identify one of the adaptations for Plant 1, and explain how that adaptation helps the plant survive.

_____

_____

_____

_____

Name: _____ Date: _____

Every Little Bit Helps

A **citizen** is a member of a group or a community. A citizen can be part of a small community, like a classroom, or part of a large community, like a city. A citizen can help the community, or citizens can work together to improve their community. Being a good citizen in your community involves many things. It means caring about where you live. It means believing that all people in the community should be treated fairly. Being a good citizen also means telling the truth. What else makes a good citizen?

The Common Good

What do you do at school when you see litter, or trash, on the ground? Do you pick it up and put it in the trashcan? If so, then you are acting for the **common good**. That means you are doing things that are good for everyone. Picking up trash keeps the playground clean which makes it a better place for everyone in the school to enjoy. There are many other things you can do for the common good of your school and your community. For example, you and a friend can help at a bake sale to raise money for your school.

Everyone has a responsibility to be a good citizen. Responsibility is something you should do. An example of responsibility could be doing chores at home, obeying your teacher and the classroom rules, or completing your homework and turning it in on time. It is also our responsibility to be respectful to others and their cultures

Obey Rules and Laws

Why are there rules in your school? Rules help keep everything in order. Sometimes people do not agree with one another. Rules are needed to help find a solution to disagreements. They also help keep people safe and healthy. Without rules, there would be chaos and a great deal of confusion! You may have rules at home. Perhaps you must complete all your homework before playing outside. Maybe you must always ask for permission to use the computer. These rules help your parents keep order. Think about the rule you follow at your house. Why are these rules important to your family? What are some rules you must follow at your school?

Communities have rules, too. These rules are called **laws**. A law is a rule that tells you how to behave. Everyone in a community must obey the laws because they help keep people safe, make sure everybody is treated fairly, and protect people's rights. There are laws against stealing and littering. When people disobey laws, there are consequences. For example, wearing a seat belt in the car is one law citizens must obey. If you get into a car accident and you are not wearing a seatbelt, you may get seriously injured. People driving cars must obey traffic laws. They cannot drive too fast and they must stop at stop signs and red lights. There are special laws for bicycles. These laws help keep drivers, bicycle riders, and pedestrians, people who are walking, safe. A person who doesn't obey these laws may get a ticket and must pay a fine. A fine is money you pay as a punishment for breaking the law.

Vote, Vote, Vote!

Citizens who care about their communities must vote. Voting gives people a chance to choose their leaders and make their voice heard. It is a right and a responsibility. Voters have the responsibility to learn about issues they are voting for. If you don't have all the facts and information, you may find out later that you voted something you didn't want. In some countries, people are not allowed to vote on certain issues. Americans are <u>fortunate</u> to have a voice in their government!

Volunteer

Good citizens who want to give something back to the community can volunteer, or donate their time, to help others in need. There are several ways in which a person can volunteer in their community. Food banks collect canned goods or deliver food to people in need. Other programs teach people to read. Some volunteers even build homes for people. The list of volunteer jobs is very long. If you want to give back to your community, talk to your parents about where you could volunteer. Remember, every little bit of help counts! Someone will appreciate your help!

1) **What is a law?**
   [A] a good citizen in the community
   [B] rules set by the community or state
   [C] freedom
   [D] a fine people have to pay for punishment

2) **Which sentence from the passage BEST supports the idea that rules are important in communities?**
   [A] *Communities have rules, too.*
   [B] *You may have rules at home.*
   [C] *Maybe you must always ask for permission to use the computer.*
   [D] *Rules are needed to help find solutions to disagreements.*

3) **Which of the following is the BEST example of something you can do to help the common good?**
   [A] exercise and eat healthy every day
   [B] pay a fine for disobeying the law
   [C] *only* be kind to *some* of your classmates
   [D] help plant trees around your school

4) **The section titled "Volunteer" is mainly about -**
   [A] how to talk to your parents if you are interested in volunteering.
   [B] ways a good citizen can volunteer and give back to the community.
   [C] how everyone has the responsibility to volunteer.
   [D] how food banks collect canned goods or deliver food to people in need.

5) **The reader can conclude that someone who is a good citizen is -**
   [A] careless
   [B] mischievous
   [C] thoughtful
   [D] easygoing

6) **What is a synonym for the word <u>fortunate</u> as it is used in the passage?**
   [A] disadvantage
   [B] rich
   [C] helpful
   [D] lucky

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 8

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Complete the worksheet "Making Inferences."	
Math	Complete the worksheet on choosing the operation.	
Science	Read "Root to Flower" to learn about the different parts of a plant. Then, use the word box to label each card.	
Social Studies	Read "The Seven Continents and Five Oceans," and complete the comprehension questions.	

Making Inferences

DIRECTIONS: Read the following passage. Combine details from the text with your own knowledge and experience to make inferences about setting, character, and plot.

Adrian wiped her sweating hands on her skirt and immediately checked to be sure she hadn't stained the shimmering fabric. Through the thick curtain she heard the audience murmuring. Although she could not yet see them, her ears told her it must be a packed house. She'd dreamed of this moment all her life, spent years training her body to move gracefully in rhythm with the music. The final weeks leading up to tonight had been especially trying, and Adrian had the blisters and calluses to prove it. They were carefully hidden, of course, under delicate satin slippers with ribbons that encircled her ankles. The first notes of the opening number were hanging in the air as Adrian quickly took her place center stage. She took a deep breath, as she'd been taught, and tried to send all of the negative emotions out of her body as she slowly exhaled. The curtains parted.

1. Setting – What can you infer about the time and place?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What inference can you make about the setting?

2. Character – What can you infer about how the character feels?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What can you infer about the character's feelings?

3. Plot – What can you infer that the character is doing?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What can you infer that the character is doing?

Making Inferences

Corey counted the tickets in his hand one more time. Three left, he thought. If he used two for the carousel, he would still have one to buy popcorn. Earlier that day a carnie had asked Corey if he'd be willing to help out in exchange for ten red tickets. Now, Corey's back ached, and his boots were grimy with the smelly stuff that once covered the petting zoo floor–but it had all been worth it. Already Corey had swapped some of his tickets to see a magician make a lady disappear, and he had ridden high into the air on a Ferris-wheel – while eating the tastiest caramel apple imaginable. He could see the yellow and white lights of the Ferris-wheel turning slowly in the distance, and he remembered how small the nearby town had looked from that great height. Calliope music from the carousel roused him, and Corey remembered the tickets in his hand. He raced toward the sound.

4. Setting – What can you infer about the time and place?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What inference can you make about the setting?

5. Character – What can you infer about how the character feels?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What can you infer about the character's feelings?

6. Plot – What can you infer that Corey did to earn the tickets?

What evidence did you find in the text?	+	What experience/knowledge do you already have about this topic?	=	What can you infer that Corey did to earn the tickets?

Bonus Activity: Make a prediction about what Corey will do next. What clues in the text helped you predict?

Name _____

Learn the Math

Lauren and Erika spent a day at the beach looking for shells.

Sometimes, you need to decide which operation to use to solve a problem.

Vocabulary

addition
subtraction
multiplication
division

Add to join groups of different sizes.

Lauren found 16 shells and Erika found 12. How many shells did they find in all?

16 ← Lauren's shells
+12 ← Erika's shells
☐ ← total number of shells

Subtract to find the number left or to compare amounts.

Lauren found 16 shells and Erika found 12. How many more shells did Lauren find than Erika?

16 ← Lauren's shells
−12 ← Erika's shells
☐ ← how many more shells

Multiply to join equal amounts.

The beach store sells shells for $3 each. What is the cost of 5 shells?

$5 \times \$3 = \_\_\_\_$

↑ number of shells; ↑ cost of one shell; ↑ total cost

Divide to separate into equal groups or to find the number in each group.

Lauren and Erika divide their 28 shells into 4 equal groups. How many shells are in each group?

$28 \div 4 = \_\_\_\_$

↑ number of shells; ↑ number of groups; ↑ shells in each group

REASONING What's the error? Lauren said that to find the cost of 9 shells you divide 9 by $3. Is she correct? Explain.

_____

_____

Do the Math

Skill 8

1. Jacob found 9 shells in the morning and 15 in the afternoon. How many shells did he find in all?
   - What operation do you use? _____
   - Write a number sentence. 9 ◯ 15 = _____

   So, Jacob found _____ shells in all.

Remember
- Add to join groups of different sizes.
- Subtract to find the number left or to compare amounts.
- Multiply to join equal amounts.
- Divide to separate into equal groups or to find the number in each group.

Write +, −, ×, or ÷ to complete the number sentence.

2. Kyle has 30 baseball cards. He divides them into 6 equal groups. How many cards are in each group?

   30 ◯ 6 = 5 _____ cards in each group

3. There are 8 teams with 9 students on each team. How many students are there in all?

   8 ◯ 9 = 72 _____ students

4. Edna had 22 markers. She gave 6 away. How many markers does she have left?

   22 ◯ 6 = 16 _____ markers

5. Posters are sold for $7 in the school library. What is the cost of 3 posters?

   3 ◯ $7 = $21 _____ for 3 posters

6. There are 12 girls and 11 boys in Mrs. Reed's class. How many students are there in all?

   12 ◯ 11 = 23 _____ students

7. There are 15 boys and 10 girls in Mr. Martin's class. How many more boys are there than girls?

   15 ◯ 10 = 5 _____ more boys

8. Sarah shares 24 cookies with friends. She gives each friend 3 cookies. With how many friends does she share the cookies?

   24 ◯ 3 = 8 _____ friends

Root to Flower

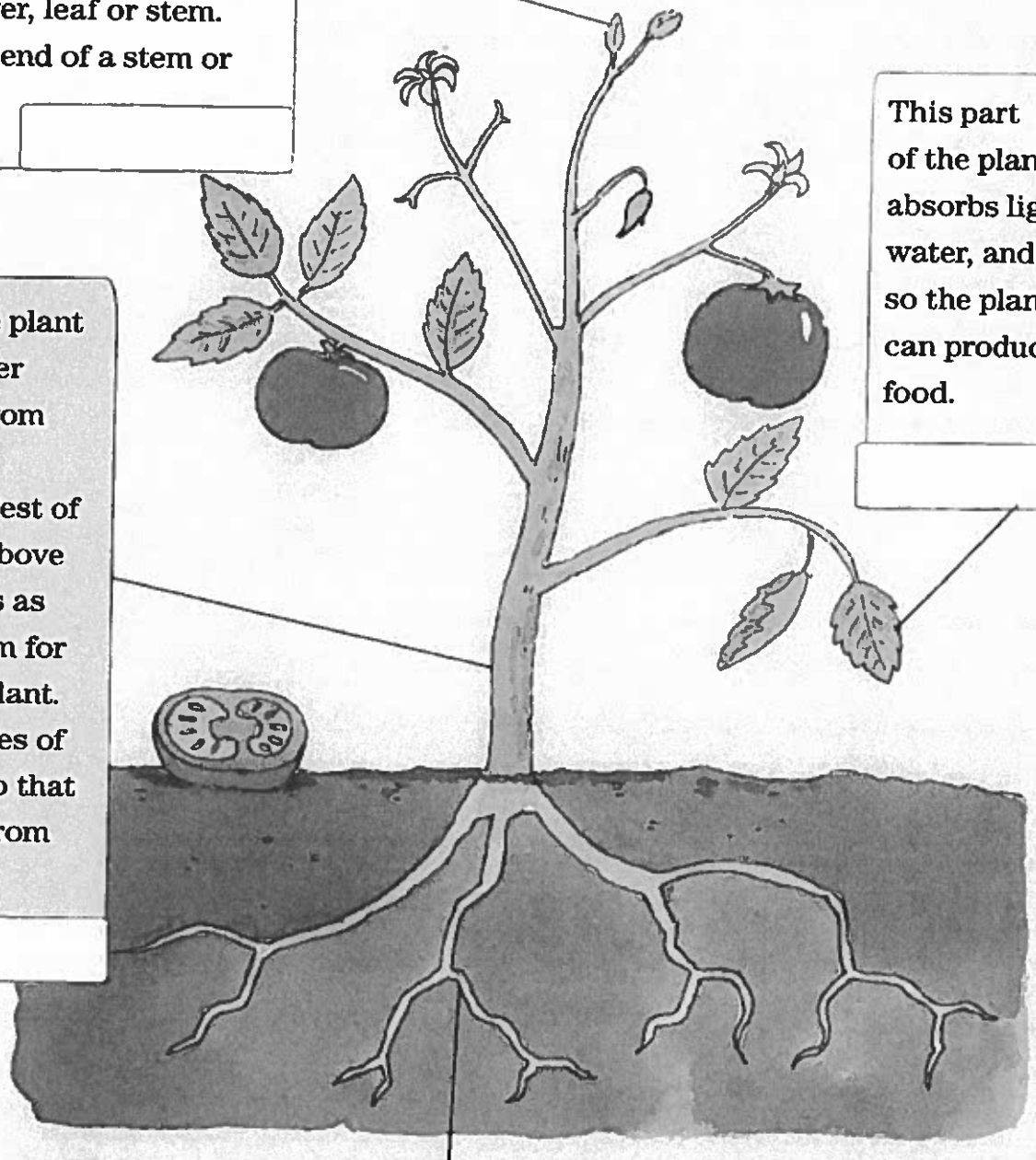
4th Grade Science Day 8

Read about the different **parts of a plant.**
Label each card with a word from the Word Box.

seeds	root	bud	flower	fruit	leaf	stem

This part of the plant is an under-developed flower, leaf or stem. It grows at the end of a stem or along a stem.

This part of the plant carries the water and nutrients from the roots to the leaves and the rest of the plant. It is above ground and acts as a support system for the rest of the plant. It holds the leaves of the plant high so that it can get light from the sun.



This part of the plant absorbs light, water, and air so the plant can produce food.

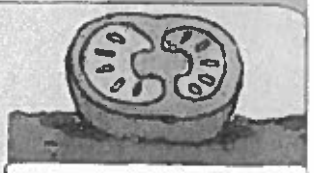
This part of the plant absorbs nutrients and water through the soil to feed the rest of the plant. It can also store food that the plant needs and is found underground.

Label each card with a word from the Word Box.

4th Grade Science Day 8

This part of the plant is where reproduction of the plant takes place. It helps the plant to make seeds. Its colorful petals help attract animals like bees, which pollinate the plant so it can produce seeds.

New plants grow from these, which are actually tiny embryos of the plant. They often grow in the fruit of the plant and are protected by a coating. They are dispersed by wind, water, animals, or people.



This part of the plant is where the seeds develop once pollination has taken place in the flower. It is actually a ripened ovary of the plant.

Answer these questions about plants.

What part of a plant is underground? _____

What part of a plant is used to help disperse seeds so that new plants can grow? _____

Name three things the stem of a plant does:

_____

_____

_____

SOL 3.5a

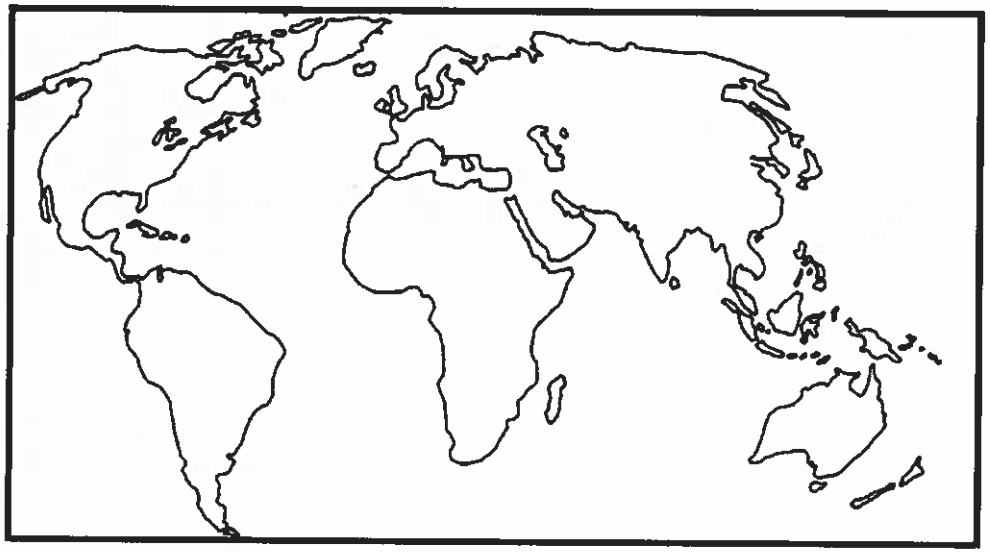
The 7 Continents and 5 Oceans

Have you ever wanted to visit a new place? How would you get there? Many people use their phones for directions and maps. Even if you have a phone with a map on it, you still need to know how to read a map and find places on the Earth!

First of all, we live on the planet Earth. There are 9 planets, but only one Earth! On the planet Earth, there are 7 **continents**. A **continent** is a large piece of land on Earth. There are 7. The 7 continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. We live on the continent of North America.

There are 5 **oceans** that surround the continents. An **ocean** is a large body of water. The 5 oceans are the Atlantic Ocean, the Pacific Ocean, the Indian Ocean, the Arctic Ocean, and the Southern Ocean.

Look at the chart below. This is a flat map of the planet Earth.



Look at this flat map of the world. Can you look at a map and label the 7 continents and 5 oceans?

Have you seen this before? It is a map on a phone. Many people use the maps on their phone for directions!

SOL 3.5a Reading Response Questions

Show what you know! Color code the passage to find the answers.

The 7 Continents and 5 Oceans Comprehension Questions

1. How many continents and oceans are on planet Earth?

A) 5 continents and 7 oceans

B) 7 continents and 5 oceans

C) 9 planets and 5 oceans

D) 9 planets and 5 continents

2. What is the main idea of paragraph 3?

A) There are 7 continents and 5 oceans on the planet Earth.

B) People used to use paper maps, but now we use the maps on our cell phones.

C) There are 9 planets, but only one Earth!

D) There are 5 oceans on the planet Earth.

3. What is one detail from the passage?

A) Oceans can be fun to swim in!

B) Some continents are bigger than others.

C) We live on the continent of North America.

D) Our planet has 7 continents and 5 oceans.

4. What is another good title for this passage?

A) The Land and Water of Earth

B) Learning about North America

C) Continents are Large Pieces of Land

D) Oceans

NTI

NON-TRADITIONAL INSTRUCTION DAYS

4th Grade Day 9

Student Name: _____

Homeroom: _____

Subject	Name of Activity	Complete
Reading	Read "A Fair to Remember Part 2: Choices, Choices", and complete the comprehension questions. Underline proof in the text to support your answers.	
Math	Complete Simple Solutions Lesson 3. Show your work, and write your answers in the boxes	
Science	Read "What's This? Axolotl." Then answer the questions that follow.	
Social Studies	Complete "Continents and Oceans" worksheet.	

Lesson #5

A Fair to Remember
Part 2: Choices, Choices

The line for the wristbands was short, and Laura pulled out a hard-earned twenty. It had taken a while to earn the cash, and now, riding all day would be so much fun! Besides, they could go on the rides as many times as they wanted. Just like that, Laura had a shiny red band on her wrist and sixteen dollars less in her wallet.

By eleven o'clock, the concession stands were starting to open, and that brought a joyous attack on the senses. Laura spied—and smelled—the corndog stand, one of her favorites at the fair.

"Let's get a corndog!" she squealed, pulling four more dollars out of her wallet. One delicious bite told her the money was well spent. Steam poured out and juices dripped down the side, mixing with the ketchup and mustard. Laura held the stick firmly, so she could enjoy every bit. Kaitlyn just smiled and watched.

"Have you eaten this week?"

"I may have skipped breakfast," Laura responded. "Why eat cereal when you can have corndogs? Aren't you going to get some lunch?" Laura inquired.

"Well, I did eat breakfast, and I have a peanut butter sandwich for later."

"Oh my gosh, we only get to do this once a year! I'm getting a funnel cake," Laura said and headed for the vendor where she spent another four dollars. After that, the girls were ready for rides.

"Let's start with the Ferris wheel," Kaitlyn suggested. "I love being high up where you can see the whole fair."

"Sounds great," said Laura. On the way to the Ferris wheel, they passed a booth that sold fried Snickers bars.

"Oooh Snickers, my favorite!" Laura exclaimed. "I have to try it." She walked up to the counter and handed over eight dollars for a Snickers and large lemonade. Laura offered some to her friend.

"No, thanks," Kaitlyn shook her head and laughed. "But it's fun watching you. I guess I'll eat my sandwich now." The girls sat at a picnic table until they were finished.

"Maybe we should save the Ferris wheel for tonight when everything is lit up. The fair looks so beautiful at night," suggested Kaitlyn.

"Great idea, let's do the Dodge'em Cars now."

RL.4.1 1. Underline evidence from the story to support the sentence below.
Laura was satisfied with her corndog purchase.

RL.4.2 2. Choose the sentence that best explains why the passage is titled "Choices, Choices."

A) Kaitlyn decides to buy a corndog.
B) The girls decide to wait to go on the Dodge'em.
C) There are many things to do and to eat at the fair.
D) both B and C

RL.4.3 3. Which details from the text help you to know Kaitlyn? Check all that apply.

___ Laura held the stick firmly, so she could enjoy every bit.
___ Kaitlyn just smiled and watched.
___ "Let's get a corndog!"
___ "Well, I did eat breakfast, and I have a peanut butter sandwich for later."
___ "I love being high up where you can see the whole fair."

RL.4.1 4. Why did Laura skip breakfast? Use evidence from the text in your answer.

_____

_____

RL.4.1 5. Write L in front of each statement *Laura* would agree with. Write K in front of each statement *Kaitlyn* would agree with.

_____ Food is one of the best things about the fair!
_____ Someone is not feeling well.
_____ Fried Snickers and lemonade go well together.

RL.4.4 6. Use context clues to figure out the meaning of the words listed below. Match each word with its clue.

_____ concessions	A) small closed-in area for selling
_____ vendor	B) took a while to get
_____ booth	C) food and drinks sold at a fair
_____ hard-earned	D) salesperson

Lesson #3

1. The charity gave 352 kilograms of food to earthquake victims the day after an earthquake and another 521 kilograms of food the second day. How many more kilograms of food were given the second day than the first day?

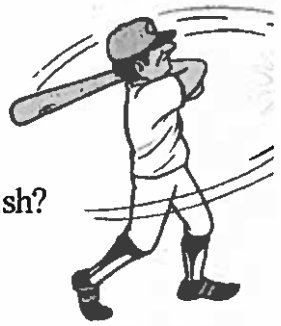
2. What fraction of the hexagon is shaded?

3. $9 + \_\_\_\_\_ = 18$

4. Calculate the perimeter and area of the rectangle.

5. $600 - 241 = ?$

6. Paul came to bat 8 times in each of 4 games. Paul got on base or was out 24 times. The rest were home runs. How many home runs did Paul hit? Write two number sentences. Then solve for x.



7. What is the answer to a multiplication problem called?

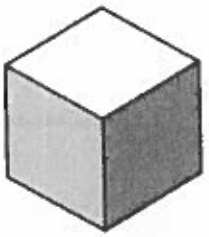
8. Trina must spend at least 25 minutes practicing her piano. If she starts at 6:25 p.m., what is the earliest time she can finish?

9. Round 845 to the nearest hundred.

10. $937 + 258 = ?$

11. Which picture shows 8 as $48 \div 6$?

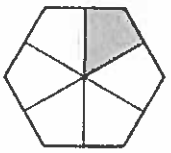
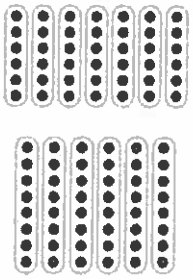
12. Give the name of the shape shown to the right.



13. $6 \times 6 = ?$

14. $32 \div 4 = ?$

15. $6 \times 8 = ?$

1. 3.MD.2	2. 3.G.2 	3. 3.NBT.2
4. 3.MD.8 9 in. 2 in.	5. 4.NBT.4	6. 3.OA.8
7. 3.OA.7	8. 3.MD.1	9. 4.NBT.3
10. 4.NBT.4	11. 3.OA.3 	12. 2.G.1
13. 3.OA.7	14. 3.OA.7	15. 3.OA.7

Name: _____

4th Grade
Science
Day 9

What's This? Axolotl

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

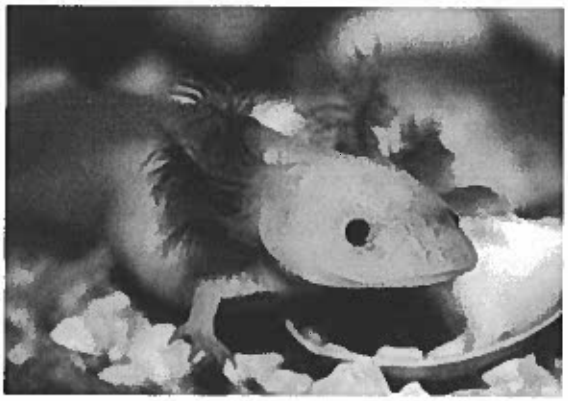


Photo by Orizatriz (CC BY 2.0 license)

Most amphibians start their lives in water, and grow up to live on land. But axolotls live their whole lives in water. These salamanders don't change the way other amphibians do. They keep traits like their feathery gills and fins that allow them to breathe and swim underwater.

This is a salamander called axolotl!

But the **axolotl** is not your typical salamander. It lives its whole life underwater.

Most salamanders are like frogs and other amphibians: they start their lives in water, then lose their gills and grow lungs as they mature. As adults, they breathe air and live on land. This is how swimming tadpoles becoming hopping frogs.

But the axolotl never goes through metamorphosis. So as it grows, it keeps its fish-like fins and the feathery gills to get oxygen from the water.

1. Explain how MOST amphibians change during their life cycle.

_____

_____

_____

_____

2. How is an axolotl different from other amphibians?

_____

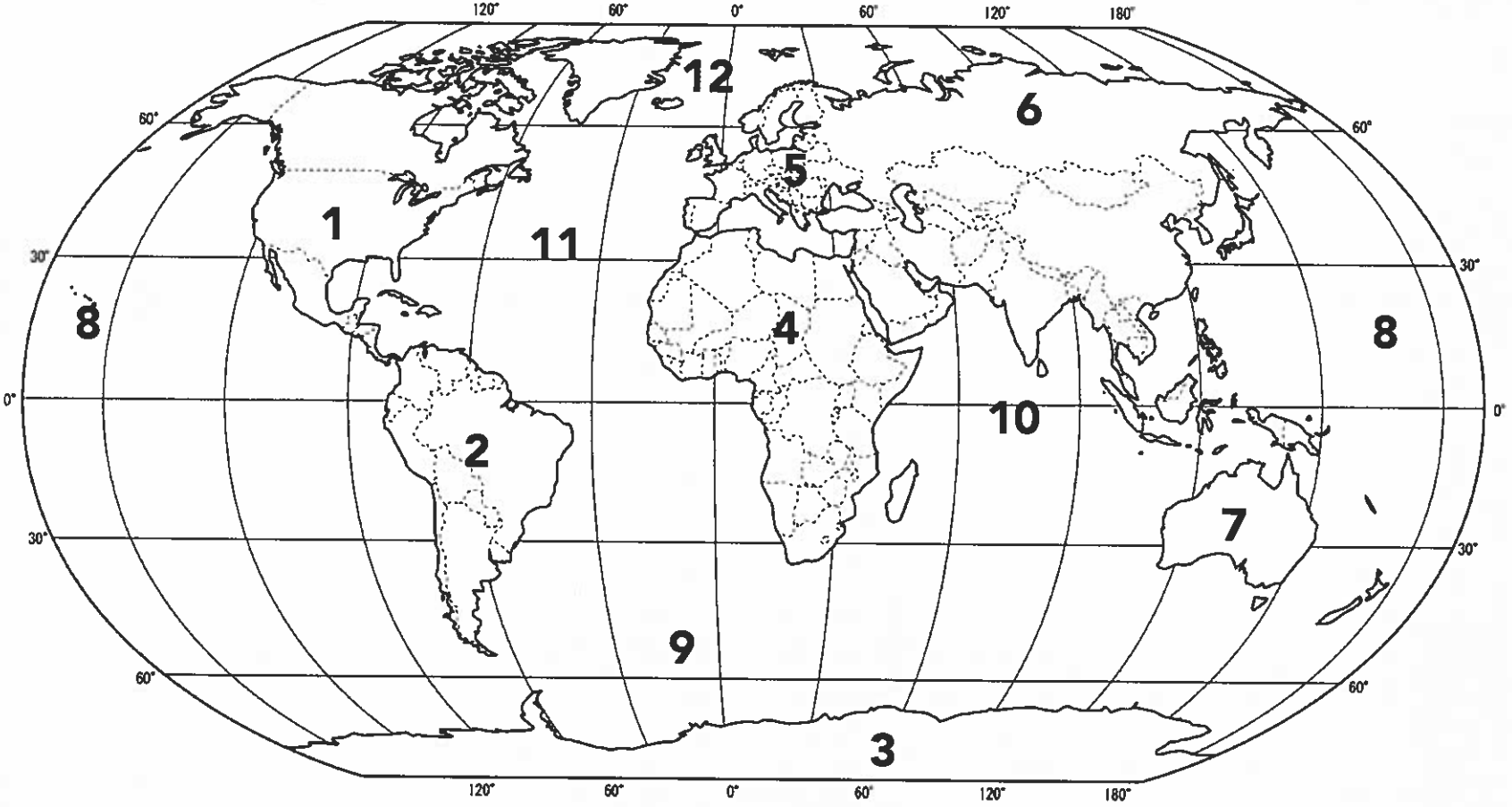
_____

_____

_____

CONTINENTS and OCEANS

4th Grade
Social Studies
Day 9



Directions: Write the number on the line beside the name of each ocean or continent.

____ Southern Ocean	____ Asia	____ Australia	____ Indian Ocean
____ Antarctica	____ Atlantic Ocean	____ North America	____ Arctic Ocean
____ Africa	____ Europe	____ South America	____ Pacific Ocean

NTI

NON-TRADITIONAL INSTRUCTION DAYS

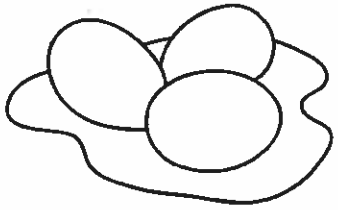
4th Grade Day 10

Student Name: _____

Homeroom: _____

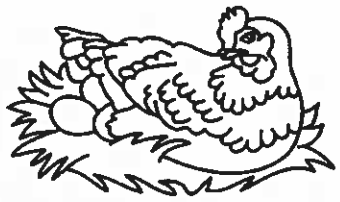
Subject	Name of Activity	Complete
Reading	Read "The Amazing Journey from Egg to Baby Chick," and complete the comprehension question. Underline proof in the text to support your answer.	
Math	Complete Simple Solutions Lesson 4. Show your work and write your answers in the boxes.	
Science	Read "Parts of a Spider". Then answer the questions that follow.	
Social Studies	Use the map to complete "Continents and Oceans" worksheet.	

The Amazing Journey from Egg to Baby Chick



1 Did you ever wonder how some eggs end up on your breakfast plate and others end up as chickens? Every chicken came from an egg. However, not every egg contains a chicken. An egg will only become a chicken if it has been fertilized by a cell from a rooster. If a rooster is around, it will perform a special dance. If a hen accepts his dance, the two birds will mate. Then the hen will lay fertilized eggs. Each fertilized egg will grow a baby chick inside. If no rooster is around, the eggs will never hatch into baby chickens. Instead, these are the eggs you buy at a supermarket or farmer's market. People use these eggs to make omelets, cookies, and other foods. No matter how warm you keep them or how well you care for them, these eggs cannot produce chicks.

2 Think about the last time you broke open an egg in your kitchen. What did it look like? The egg had a yellow or orange center called a yolk. The yolk was surrounded by a thick, clear liquid. Most people call this the egg white. Scientists call it the albumen. The outside of the egg is a hard shell. It takes a hen a full day to create an egg. Whether fertilized or not, the process for making an egg is the same.

3 

When a fertilized egg is laid, it takes 21 days to hatch. The baby chick is inside the shell. So the mother cannot feed it. But there is no need to worry. The yolk and albumen provide the chick with all the energy it will need. The mother hen sits on the eggs. She protects them. She keeps them warm. She turns the eggs several times a day. This keeps them from getting stuck to one side of the egg shell.

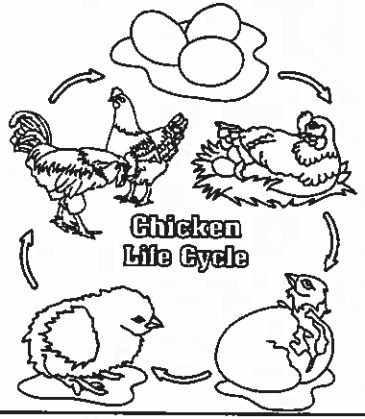
4 Inside the egg, the baby chick begins to develop very fast. The first day it begins to develop a brain and eyes. During the second day, the heart begins to beat. Blood vessels spread out over the yolk. Nutrition from the yolk is pulled in by the blood vessels. By the seventh day, the embryo has a head and a body. It has tiny wings and legs.

5 After a week of developing in the egg, the embryo has started forming a beak. After ten days, it is growing tiny feathers! During the second week, the embryo forms a small, hard bump on the end of its beak. This is called the egg tooth. When it is time to hatch, the baby chick uses the egg tooth. It uses the egg tooth to break open its shell.

6 By the start of the third week, the embryo fills up most of the egg. Its bones begin to harden. It pulls in calcium from the eggshell to do this. Two days before the chick hatches, it actually begins breathing air with its lungs. It breathes through tiny holes in the egg shell.

7 

After 21 days of growing, the chick begins to pick at the inside of its shell using its egg tooth. It breaks a hole in the shell. With a great push, the chick flings off the top of the shell. The chick falls out.



8 After a rest, the chick rises to its feet. It starts walking. Within six months, it will be a fully grown chicken.

Name_____

The Amazing Journey from Egg to Baby Chick

1. The author uses questions in paragraphs 1 and 2 because ____.
   - A he wants to create interest in the topic so the reader will want to read more
   - B he wants the reader to write him a letter with the answers
   - C he is quizzing the reader to see if the reader knows the answers
   - D he doesn't know certain things about eggs
2. In paragraph 4, the reader can tell that the ***embryo*** is the ____.
   - A chick after it is hatched
   - B unhatched chick
   - C egg shell
   - D nest the eggs are kept in
3. The author organized paragraphs 4 through 6 in sequential order to tell the reader ____.
   - A what happens after the chick is hatched out of the egg
   - B how long it takes the chick to break the shell with its egg tooth
   - C how the chick develops inside the egg shell
   - D why the egg has an egg white called the albumen
4. Which sentence is best supported by the illustrations in the passage?
   - A However, not every egg contains a chicken.
   - B If a rooster is around, it will perform a special dance.
   - C After ten days, it is growing tiny feathers!
   - D The baby chick is inside the shell.
5. Which is the best summary of the article?
   - A If a rooster is around, a hen can lay fertilized eggs. If not, the eggs are used for omelets, cookies, and other foods. No matter how warm you keep those eggs, they will not produce chicks. It takes 21 days for chicks to hatch.
   - B Soon, the fertilized egg fills up with a developing chick. The chick develops an egg tooth. The chick uses the tooth to break open the shell when it is time to hatch.
   - C Hens lay eggs that humans can eat. If a rooster is around, the hen can lay fertilized eggs. A chick develops inside a fertilized egg. After 21 days of growing, the chick breaks out of its shell. After a short rest, it starts walking. It is fully grown within 6 months.
   - D Inside the egg shell, a baby chick develops. The embryo forms a beak and grows tiny feathers. During the second week, the embryo forms a small hard bump on its beak called the egg tooth. The egg tooth is used to break out of the shell. The chicken is full grown when it is six months old.

Lesson #4

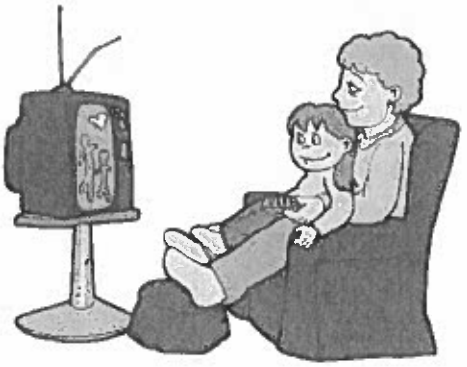
1. A one hour TV show has 22 minutes of commercials. How many minutes are left for the show?

2. $46 - 12 = ?$

3. $7 \times 9 = ?$

4. $54 \div 6 = ?$

5. $37 + 56 + 13 = ?$



6. Find the perimeter of the square.

7. $60 \times 6 = ?$

8. The art students bought 28 kilograms of gourds for their projects on Monday. They didn't have enough so they bought 37 kilograms of gourds on Tuesday. How many kilograms of gourds did they buy altogether?

9. Round 586 to the nearest hundred.

10. Draw a square and divide it into six equal parts. Shade in $\frac{1}{6}$ of it.

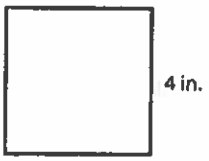
11. $652 - 375 = ?$

12. Layla sorted her hair clips by color. She had 6 colors and 5 clips of each color. She decided to give 8 of the clips to her twin sister. How many of the clips did she keep? Write two number sentences. Then solve for x.

13. Show the distributive property when solving 5×7.
$5 \times (4 + 3) = (\_\_\_\_ \times \_\_\_\_) + (\_\_\_\_ \times \_\_\_\_) = \_\_\_\_ + \_\_\_\_ = \_\_\_\_$

14. Fill in the sign to make this sentence true. 3,786 ◯ 3,875

15. $16 + \_\_\_\_ = 38$

1. 3.MD.1	2. 4.NBT.4	3. 3.OA.7
4. 3.OA.7	5. 2.NBT.6	6. 3.MD.8 
7. 3.NBT.3	8. 3.MD.2	9. 4.NBT.3
10. 3.G.2	11. 4.NBT.4	12. 3.OA.8
13. 3.OA.5	14. 4.NBT.2	15. 4.NBT.4

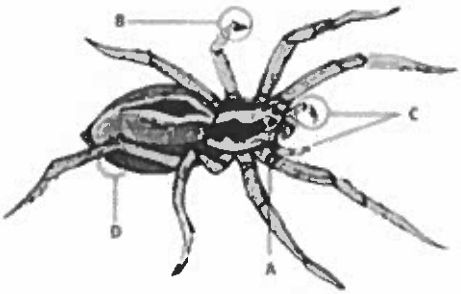
Name: _____

4th Grade
Science
Day 10

Parts of a Spider

This text and images are provided courtesy of the National Audubon Society.

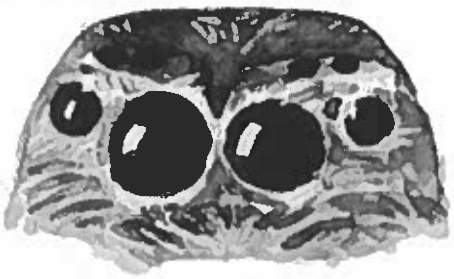
A spider's body is equipped with special adaptations to help it trap and hunt prey.



© National Audubon Society

Parts of a spider

A. Most spiders have eight eyes, often of different sizes, arranged in rows. Even with all those eyes, web-spinning spiders don't see very well. They locate their trapped prey by feeling the web move. Spiders that stalk, chase, and pounce on their prey do see well. Many hunting spiders have quite large eyes for the job.



B. Each of a spider's eight legs ends in a tiny claw. The hooked claws of a web-spinning spider allow it to grasp sticky silk lines without getting caught in its own web. An oily coating that spiders spit on their legs also keeps them from sticking to webs.

C. Spider jaws are tipped with curved fangs. When spiders stab with their fangs, most inject paralyzing venom. The fangs also inject digestive fluid into the prey. Some spiders just suck up the liquefied insides. Others chew and grind up their prey with their saw-like jaws.

A spider's jaws

D. Spinnerets are silk-spinning organs. Hundreds of small tubes shoot out liquid silk from the end of a spider's abdomen. It instantly hardens into threads. Even spiders that don't make webs spin silk to line nests and make egg sacs. Spider silk doesn't dissolve in water and is super strong.

1. Choose one of the adaptations of a spider.

_____

2. Explain how the spider uses this adaptation to survive.

_____

_____

_____

3. Do you think the spider would survive without this adaptation? Explain why or why not.

_____

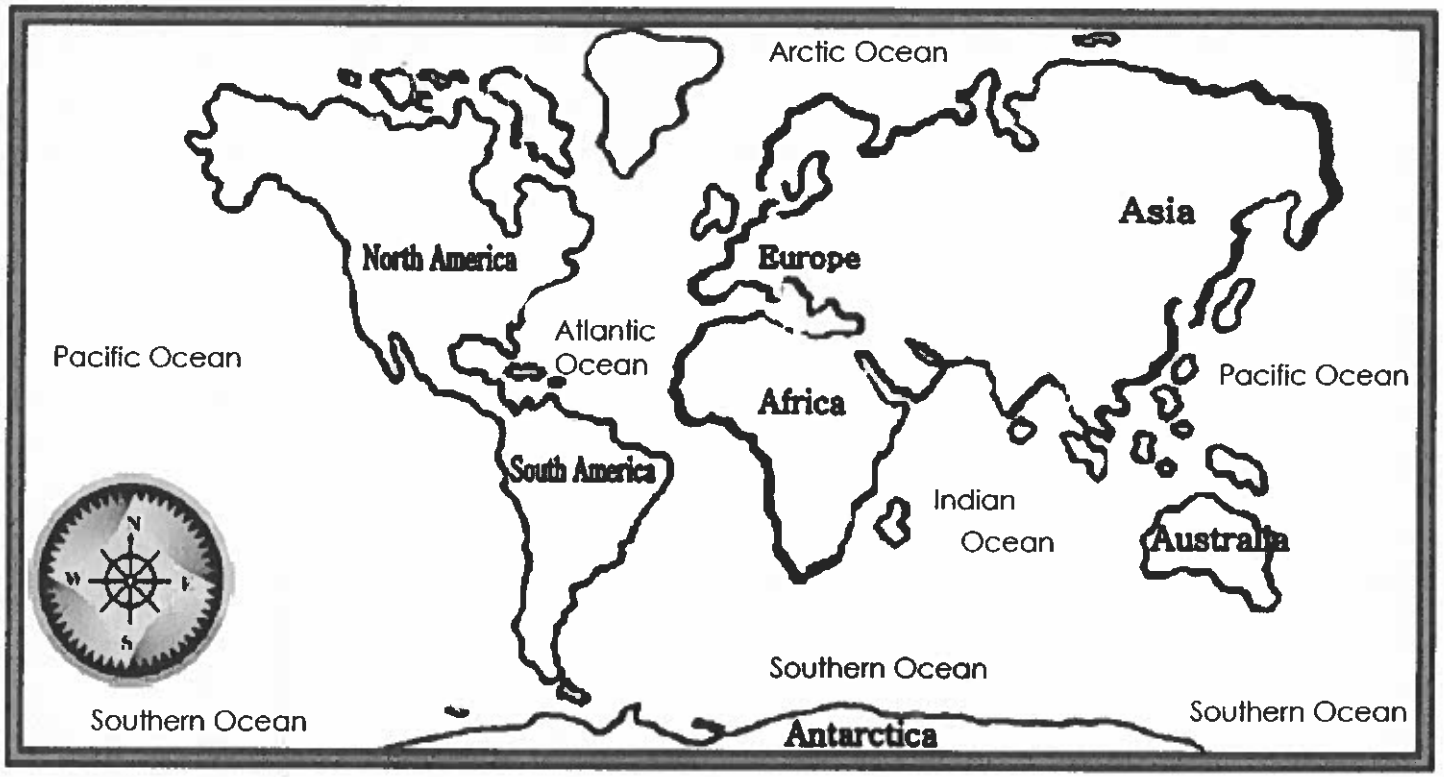
_____

_____

Name _____ 4th Grade Social Studies Day 10

Continents and Oceans

Directions: Use the map to complete the following questions.



1. **What ocean is west of the continent of North America?** _____

2. **Find the ocean that is just east of the continent of Africa. Color the ocean blue.**

3. **What continent is south of all the other continents?** _____

4. **Find the continent that is just south of Asia. Color the continent green.**

5. **Where is the equator located?** _____

   _____

6. **How many continents are there on Earth?** _____

7. **Name the five main oceans in ABC order:** _____,

   _____, _____, _____,

   and _____.