



**4TH GRADE
DAY 6**

STUDENT'S NAME: _____



**NON-TRADITIONAL
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	Read the page “Kicking it with Beckham” and answer the comprehension questions. Underline proof in the text to support your answers.	
LANGUAGE ARTS	Kernel Sentence Starters: Add to each sentence to make it more interesting.	
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	

NAME: _____ DATE: _____

Kicking It with Beckham

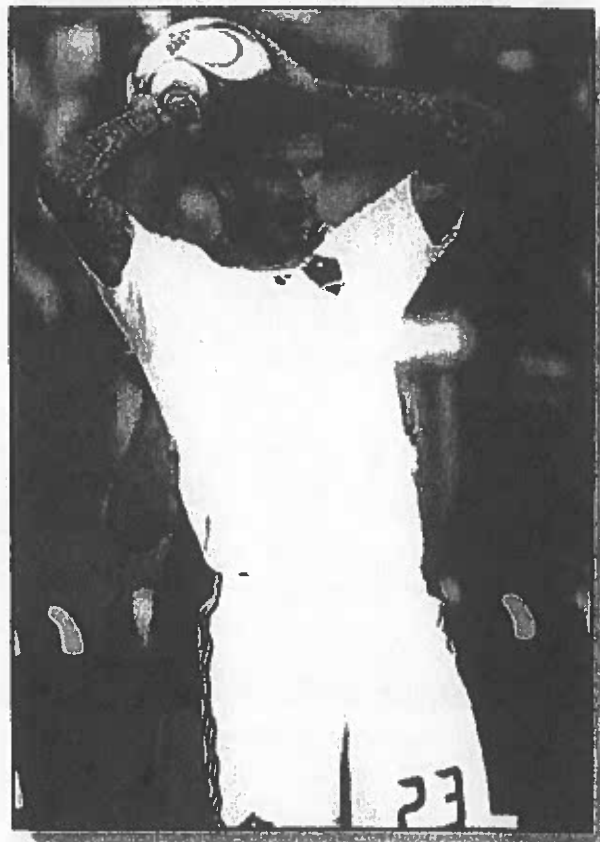
Many young boys and girls grow up wanting to become a famous athlete. David Beckham did. Many people that know him say that he was born to be a soccer player. He has loved the game from a very young age.

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

4th Grade-Day 6
Language Arts
Kernel Sentence Starters

Name: _____

Directions: Add to each sentence to make it a more interesting sentence.
Don't forget to use a capital letter at the beginning of the sentence and punctuation at the end.

1. The phone rang.

Add words to the sentence that answers...
when? _____

why? _____

Write the new sentence on the lines below.

2. I read a book.

Add words to the sentence that answers...
What kind? _____

where? _____

Write the new sentence on the lines below.

Name _____

Learn the Math

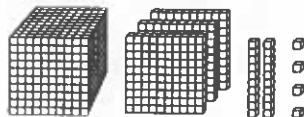
You can write numbers in different ways. **Word form** is a way to write numbers using words. **Expanded form** is a way to write numbers by showing the value of each digit. **Standard form** is a way to write numbers by using the digits 0–9, with each digit having a place value.

Vocabulary

word form
expanded form
standard form

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

Example 1



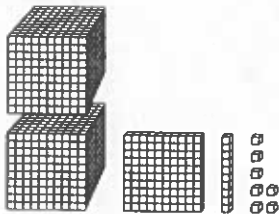
1 thousand 3 hundreds 2 tens 4 ones

word form: _____ thousand, three hundred twenty-four

expanded form: $1,000 + \underline{\hspace{1cm}} + 20 + 4$

standard form: 1,32__

Example 2



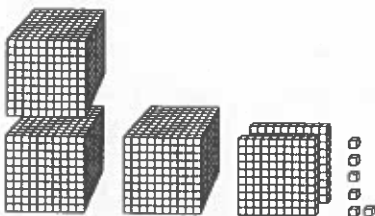
2 thousands 1 hundred 1 ten 7 ones

word form: _____

expanded form: _____ + _____ + _____ + _____

standard form: _____

Example 3



3 thousands 2 hundreds 0 tens 6 ones

word form: _____

expanded form: _____ + _____ + _____ + _____

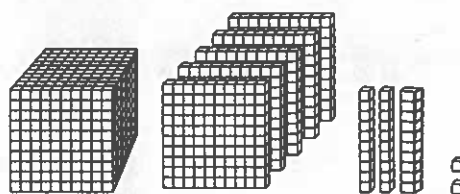
standard form: _____

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 → _____

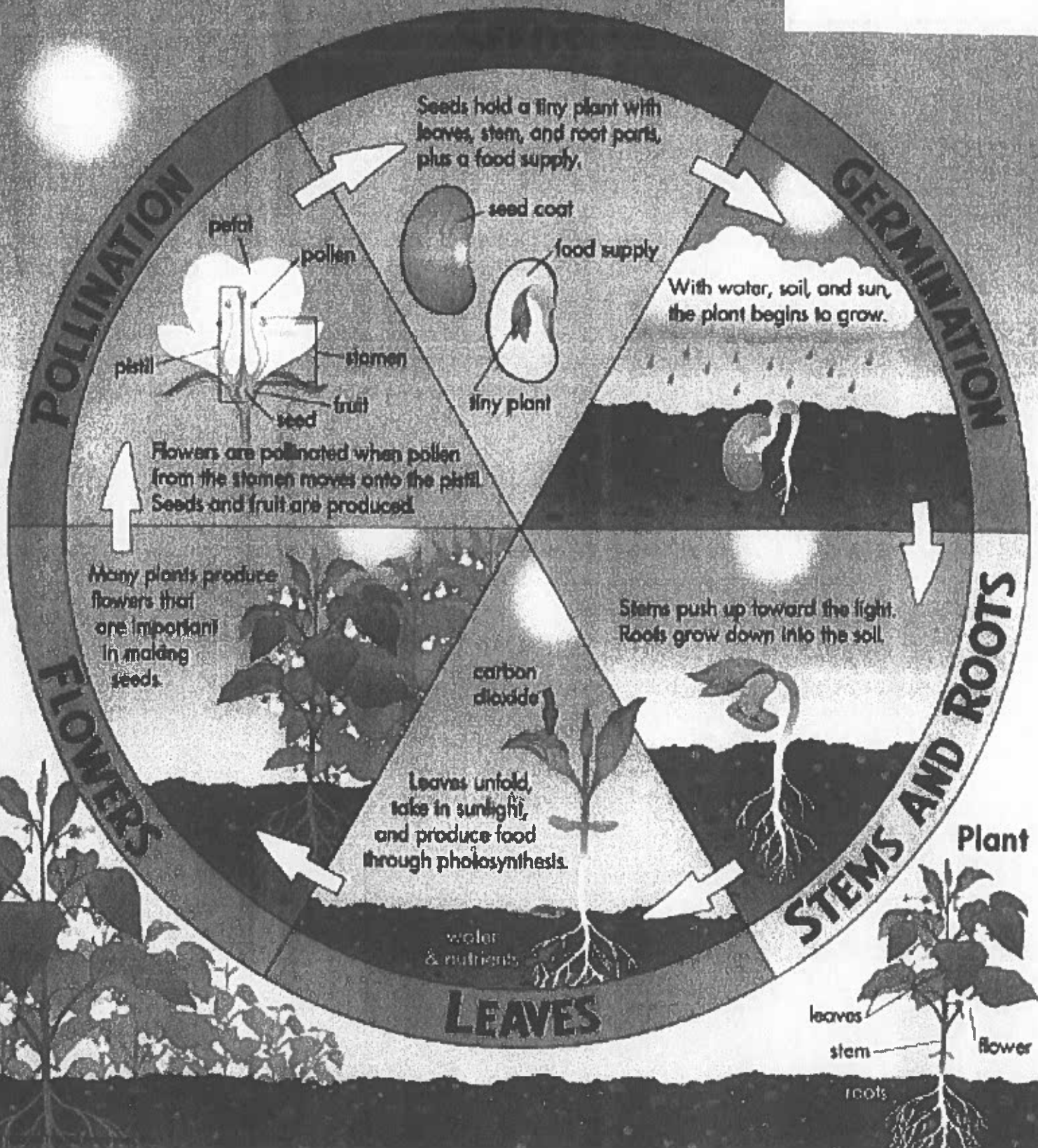
9. 3,905 → _____ 10. 5,135 → _____ 11. 9,366 → _____

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?

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.



**4TH GRADE
DAY 7**

STUDENT'S NAME: _____



**NON-TRADITIONAL
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	Read the “A Fair to Remember Part 1: At Last” and answer the comprehension questions. Underline proof in the text to support your answers.	
LANGUAGE ARTS	Kernel Sentence Starters: Add to each sentence to make it more interesting.	
MATH	Complete the worksheet “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."

4th Grade-Day 7

Language Arts

Kernel Sentence Starters

Name: _____

Directions: Add to each sentence to make it a more interesting sentence.

Don't forget to use a capital letter at the beginning of the sentence and punctuation at the end.

1. Dad cooked dinner

Add words to the sentence that answers...
what? _____

how? _____

Write the new sentence on the lines below.

2. The baby cried.

Add words to the sentence that answers...
why? _____

How long? _____

Write the new sentence on the lines below.

Name _____

Describe Angles in Plane Shapes

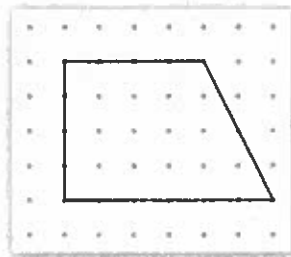
Essential Question How can you describe angles in plane shapes?

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.



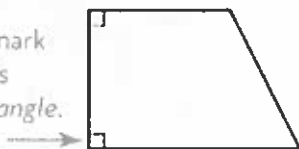
- How many angles are in Jason's shape?

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



Describe angles.

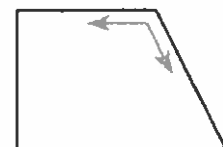
This mark means right angle.



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.

Math Talk

MATHEMATICAL PRACTICES

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

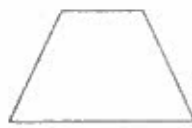
Write how many of each type of angle the shape has.

5.



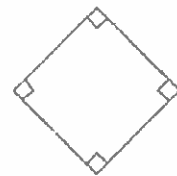
_____ right
 _____ less than a right
 _____ greater than
 a right

6.



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

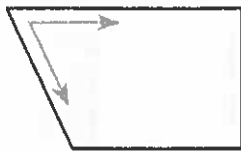
7.



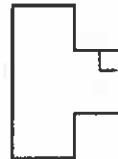
_____ right
 _____ less than a right
 _____ greater than
 a right

On Your OwnUse 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*.

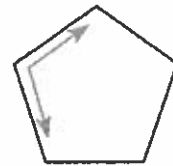
8.



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

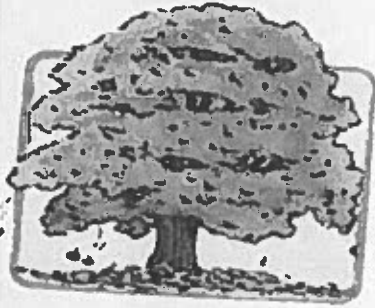
14. Describe the types of angles formed when you divide a circle into 4 equal parts.

Name: _____

4th Grade
Science
Day 7

Plant Survival

Draw a line from the plant to its description.



Plant 1

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



Plant 2

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



Plant 3

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.



Plant 4

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



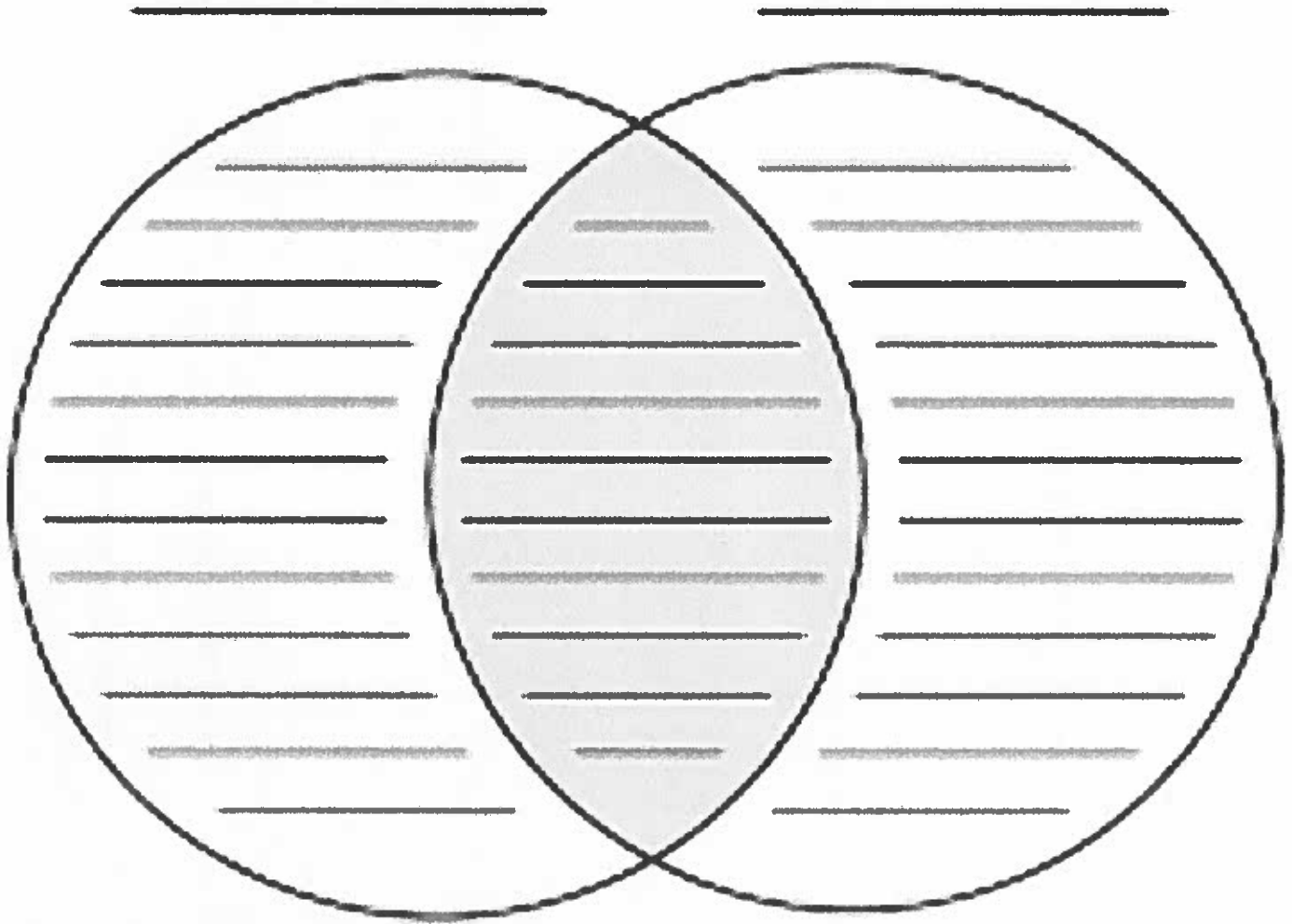
Plant 5

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 fortunate 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 fortunate as it is used in the passage?

- | | |
|------------------|-----------|
| [A] disadvantage | [B] rich |
| [C] helpful | [D] lucky |



**4TH GRADE
DAY 8**

STUDENT'S NAME: _____

NTI

**NON-TRADITIONAL
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	Complete the worksheet "Making Inferences."	
LANGUAGE ARTS	Kernel Sentence Starters: Add to each sentence to make it more interesting.	
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?

4th Grade-Day 8
Language Arts
Kernel Sentence Starters

Name: _____

Directions: Add to each sentence to make it a more interesting sentence.
Don't forget to use a capital letter at the beginning of the sentence and punctuation at the end.

1. The students listened.

Add words to the sentence that answers...
to what? _____

how long? _____

Write the new sentence on the lines below.

2. He kicked the ball.

Add words to the sentence that answers...
who? _____

how? _____

Write the new sentence on the lines below.

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?

$$\begin{array}{r} 16 \leftarrow \text{Lauren's shells} \\ + 12 \leftarrow \text{Erika's shells} \\ \hline \square \leftarrow \text{total number of shells} \end{array}$$

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?

$$\begin{array}{r} 16 \leftarrow \text{Lauren's shells} \\ - 12 \leftarrow \text{Erika's shells} \\ \hline \square \leftarrow \text{how many more shells} \end{array}$$

Multiply to join equal amounts.

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

$$\begin{array}{ccccccc} 5 & \times & \$3 & = & \underline{\quad} \\ \uparrow & & \uparrow & & \uparrow \\ \text{number} & & \text{cost of} & & \text{total cost} \\ \text{of shells} & & \text{one shell} & & \end{array}$$

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?

$$\begin{array}{ccccccc} 28 & \div & 4 & = & \underline{\quad} \\ \uparrow & & \uparrow & & \uparrow \\ \text{number} & & \text{number} & & \text{shells in} \\ \text{of shells} & & \text{of groups} & & \text{each group} \end{array}$$

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

- 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. $9 \bigcirc 15 = \underline{\hspace{2cm}}$
- So, Jacob found _____ shells in all.

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

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

$30 \bigcirc 6 = 5$ _____ cards in each group

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

$8 \bigcirc 9 = 72$ _____ students

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

$22 \bigcirc 6 = 16$ _____ markers

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

$3 \bigcirc \$7 = \21 _____ for 3 posters

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

$12 \bigcirc 11 = 23$ _____ students

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

$15 \bigcirc 10 = 5$ _____ more boys

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

$24 \bigcirc 3 = 8$ _____ friends

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.



Root to Flower

4th Grade
Science
Day 8

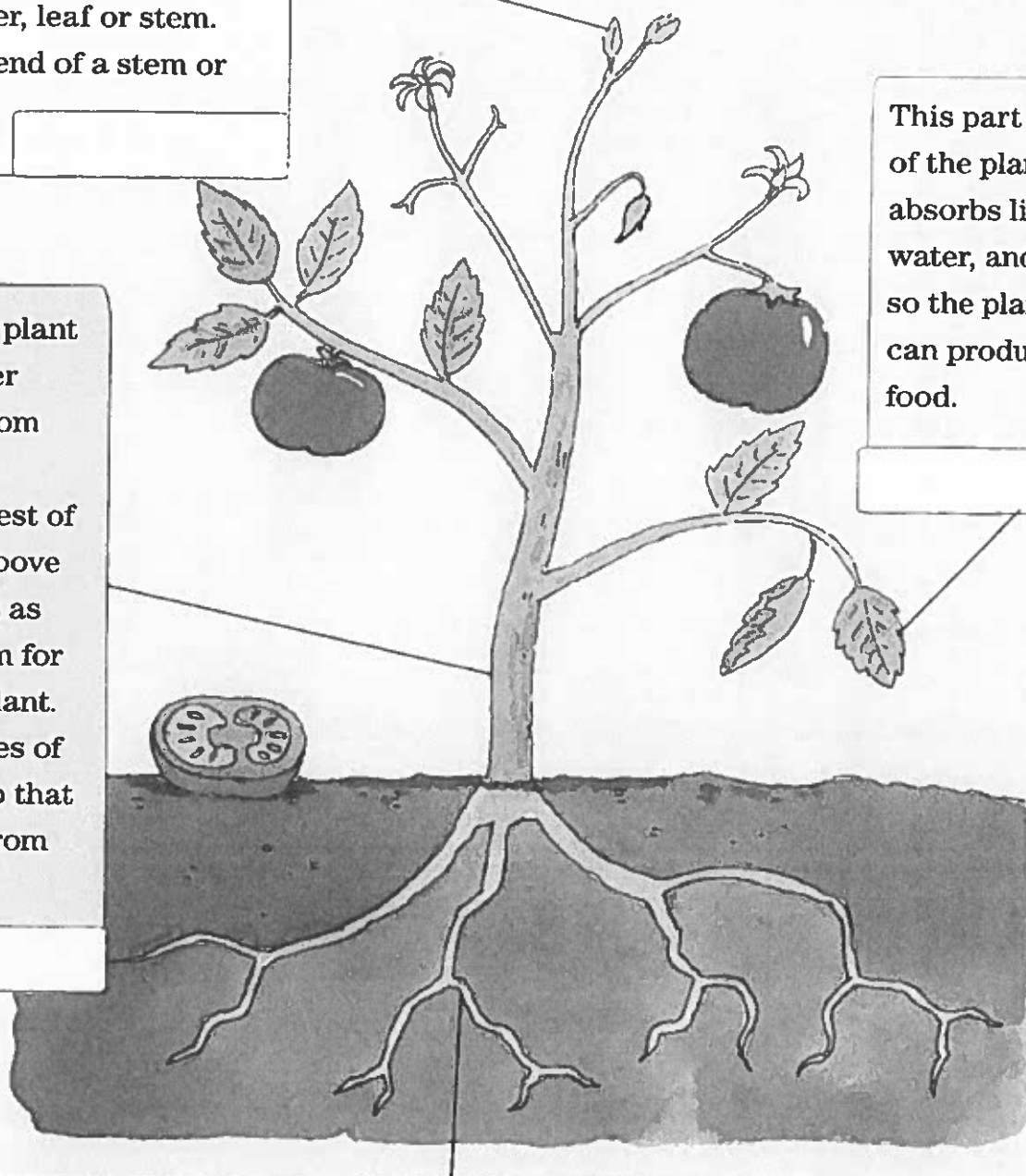
Read about the different **parts of a plant**.
Label each card with a word from the Word Box.

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

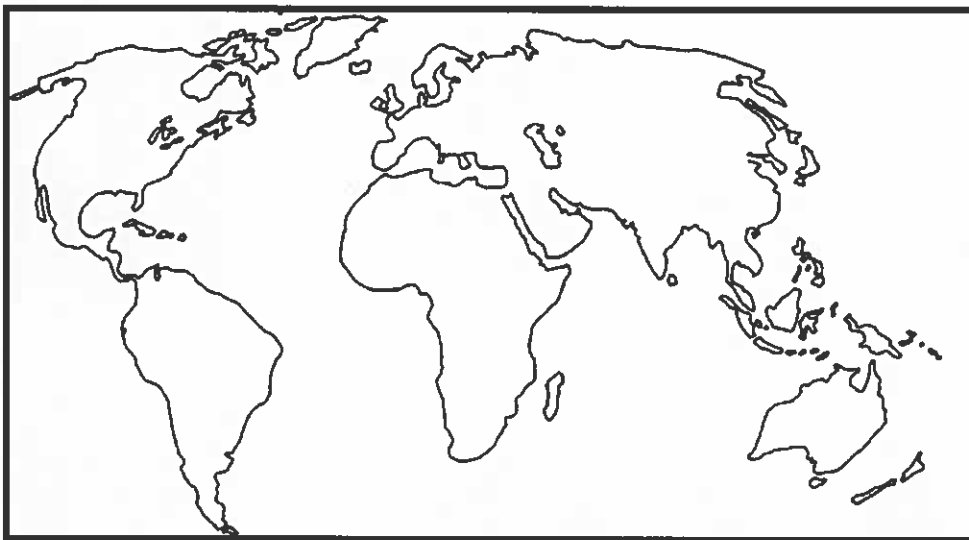
The 7 Continents and 5 Oceans

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



**4TH GRADE
DAY 9**

STUDENT'S NAME: _____



**NON-TRADITIONAL
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	Read the page "A Fair to Remember Part 2: Choices, Choices" and answer the comprehension questions. Underline proof in the text to support your answers.	
LANGUAGE ARTS	Kernel Sentence Starters: Add to each sentence to make it more interesting.	
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.
- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> concessions | A) small closed-in area for selling |
| <input type="checkbox"/> vendor | B) took a while to get |
| <input type="checkbox"/> booth | C) food and drinks sold at a fair |
| <input type="checkbox"/> hard-earned | D) salesperson |

4th Grade-Day 9
Language Arts
Kernel Sentence Starters

Name: _____

Directions: Add to each sentence to make it a more interesting sentence.
Don't forget to use a capital letter at the beginning of the sentence and punctuation at the end.

2. The sun is shining.

Add words to the sentence that answers...
when? _____

how? _____

Write the new sentence on the lines below.

2. We saw a rainbow.

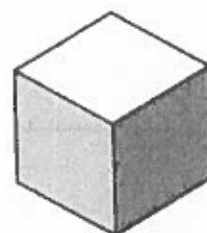
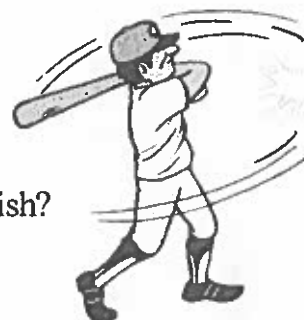
Add words to the sentence that answers...
why? _____

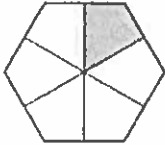

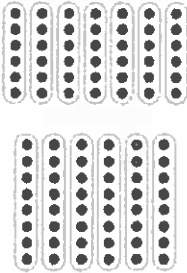
where? _____

Write the new sentence on the lines below.

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. $9 + \underline{\hspace{2cm}} = 18$
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.

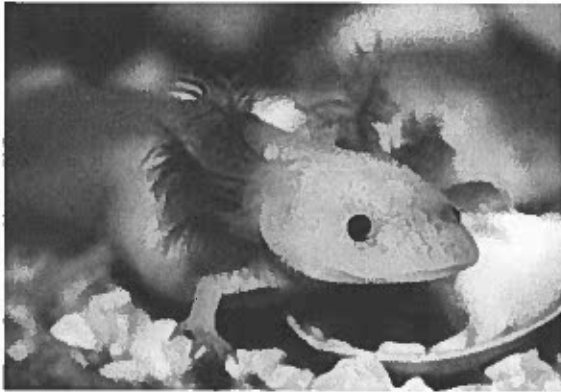


Photo by Orizatriz (CC BY 2.0 license)

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.

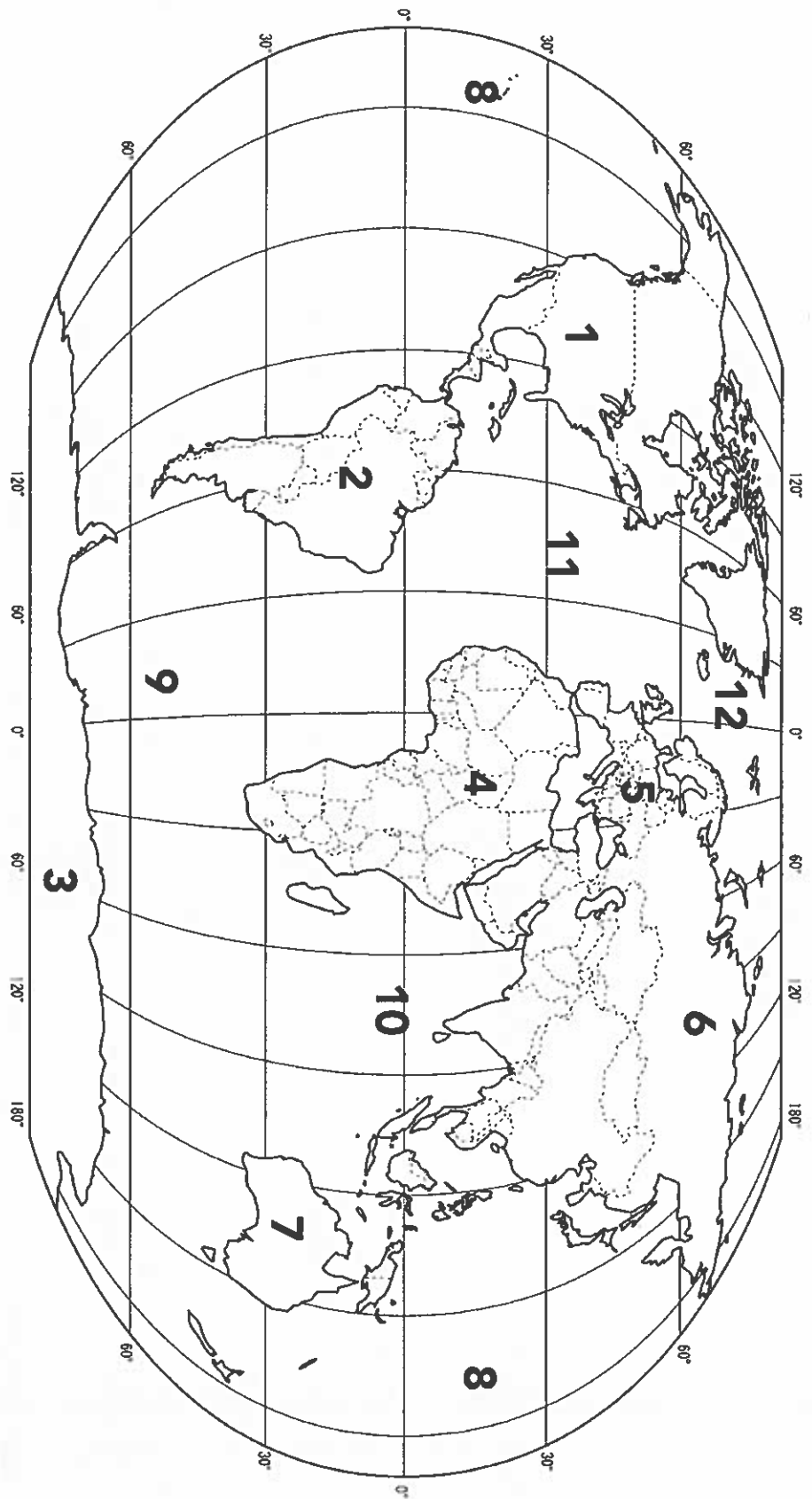
Most salamanders are like frogs and other amphibians: they start their lives in water, then lose their gills and grow lungs as they mature. As adults, they breathe air and live on land. This is how swimming tadpoles becoming hopping frogs.

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



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



**4TH GRADE
DAY 10**

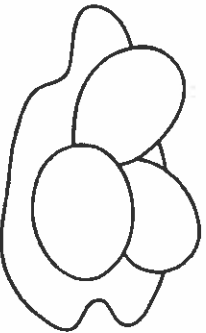
STUDENT'S NAME: _____



**NON-TRADITIONAL
INSTRUCTION DAYS**

SUBJECT	ACTIVITY	COMPLETE
READING	Read "The Amazing Journey From Egg to Baby Chick." Underline proof in the text to support your answers.	
LANGUAGE ARTS	Kernel Sentence Starters: Add to each sentence to make it more interesting.	
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	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.

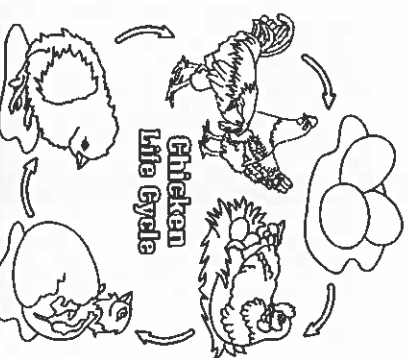
5 After a week of developing in the egg, the embryo has started forming a beak. After ten days, it is growing tiny feathers! During the second week, the embryo forms a small, hard bump on the end of its beak. This is called the egg tooth. When it is time to hatch, the baby chick uses the egg tooth. It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



The Amazing Journey from Egg to Baby Chick

Name _____

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.

4th Grade-Day 10

Language Arts

Kernel Sentence Starters

Name: _____

Directions: Add to each sentence to make it a more interesting sentence.

Don't forget to use a capital letter at the beginning of the sentence and punctuation at the end.

1.The girl smiled.

Add words to the sentence that answers...

who? _____

why? _____

Write the new sentence on the lines below.

2. The tree fell.

Add words to the sentence that answers...

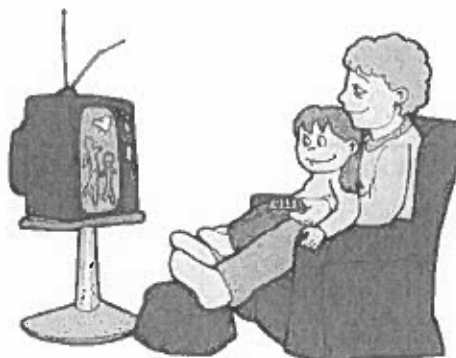
where? _____


when? _____

Write the new sentence on the lines below.

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 .
 $5 \times (4 + 3) = (\quad \times \quad) + (\quad \times \quad) = \quad + \quad = \quad$
14. Fill in the sign to make this sentence true. $3,786 \bigcirc 3,875$
15. $16 + \quad = 38$



1. 3.MD.1	2. 4.NBT.4	3. 3.OA.7
4. 3.OA.7	5. 2.NBT.6	6. 3.MD.8  4 in.
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

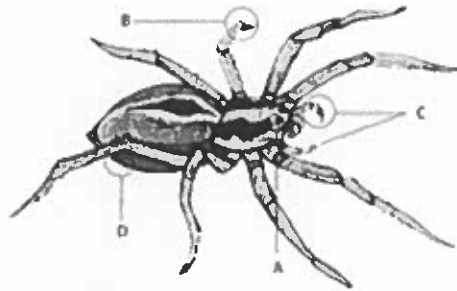
Name: _____

4th Grade
Science
Day 10

Parts of a Spider

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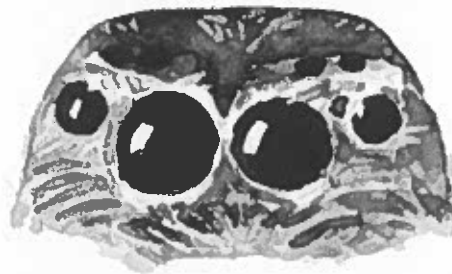
A spider's body is equipped with special adaptations to help it trap and hunt prey.



© 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.



© National Audubon Society

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.

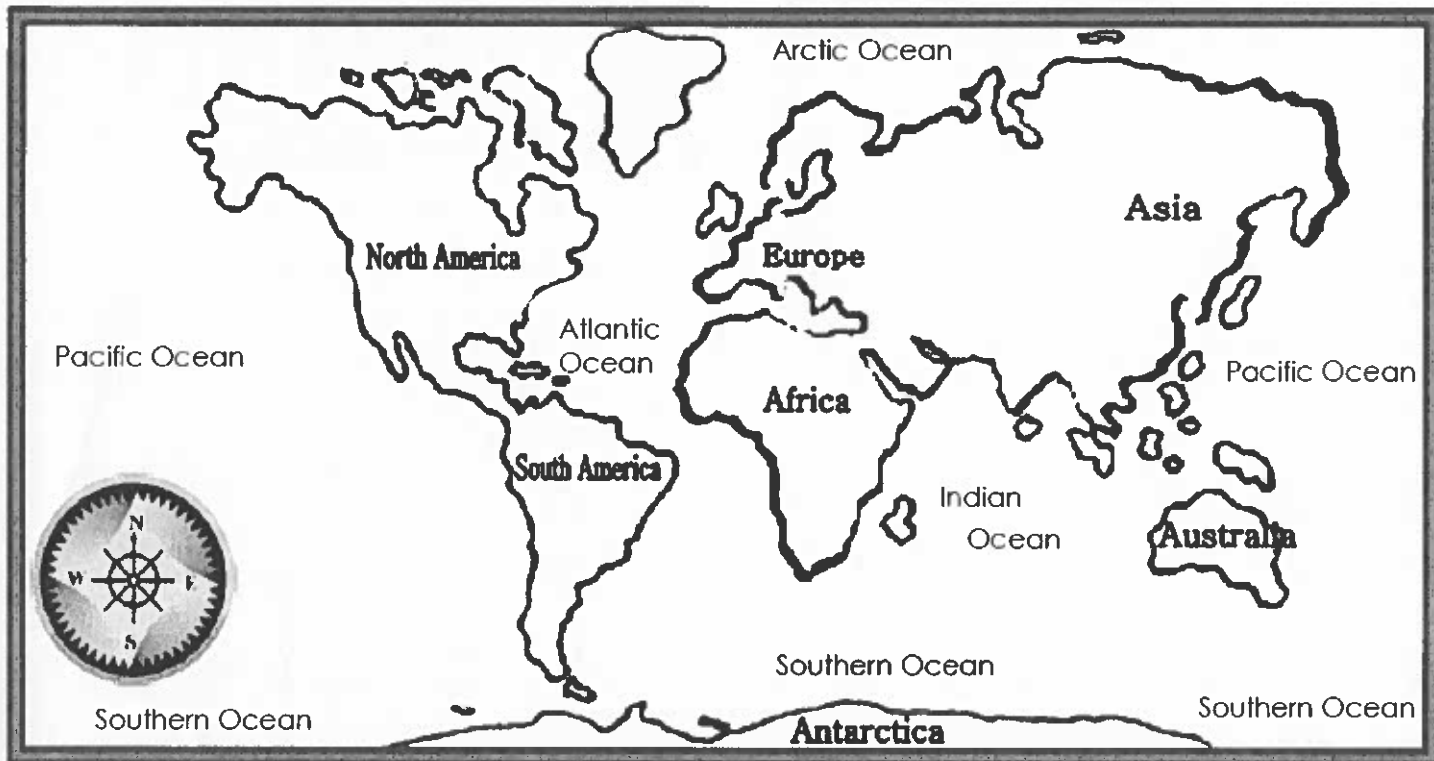
1. Choose one of the adaptations of a spider.

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.

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 _____.