Dear Families-

In order to provide your children with a continuum of education during the extended time out of school, we as a fourth grade have provided your child with 10 days worth of grade level work. If you should have access to a computer and WI-FI, we have also included a list of directions to assist your child in getting onto google classroom. Also, your child's passwords to online academic programs will be provided as well. Please feel free to email your child's classroom teacher with any questions or concerns regarding any of the work. Thank you for your patience at this time.

The Fourth Grade Team
Grade 4
Day 1
How do I log into Google Classroom at home?

1. Go to https://classroom.google.com/

2. Login using YOUR CHILD's Newport Public Schools email address and password. Use the example below as a guide.
   - Email: janedoe@npsri.net
   - Password: Pell12345

3. Once you are logged in, you should see your child's Google Classroom dashboard.

4. From the dashboard, click on your classroom teacher's Google Classroom page.

5. On your class homepage, choose an assignment to work on.
# Math Reference Sheet

## Multiplication

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## Key Words

### Addition

- sum, total, plus, altogether, in all

### Subtraction

- remainder, fewer, difference, minus, than, how many more

### Multiplication

- product, times, twice, total, each, multiply by

### Division

- quotient, goes into, split equally, each

## Place Value

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<th>Decimals</th>
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## Formulas

- Perimeter of a Rectangle: \((2 \times L) + (2 \times W)\)
- Perimeter of a Square: \(4 \times s\)
- Circumference: \(D \times 3\)
- Area of a Square or Rectangle: \(L \times W\)
- Volume: \(L \times W \times H\)

## Fractions

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## Polygons

- Triangle
- Quadrilateral
- Pentagon
- Hexagon
- Octagon
- Rhombus
- Trapezoid
- Right Triangle

## Types of Lines

- Line
- Ray
- Segment
- Parallel Lines
- Perpendicular Lines
- Intersecting Lines

## Types of Triangles

- Equilateral
- Isosceles
- Scalene

Ms. Mariely Sanchez © www.sanchezclass.com
# Weekly Homework Read and Record

**Name:**

**Date:**

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## Estimate Sums

Name: ___________________________  Class: __________

Estimate the sum by rounding off to the nearest hundred

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African Americans in the Revolutionary War

By Cathy Pearl

It was 1776. The Revolutionary War had just started. There were a lot of African Americans living in the colonies. They were not allowed to fight when the war first started. It didn't matter if they were free or if they were slaves.

Soon, Britain let black men fight. Britain said that they would be free if they helped them in the war. This meant a lot more people were helping the British. George Washington changed his mind. He said that African Americans could fight in his army. Only free black men were allowed to join.

There were about 5,000 free African Americans that fought against Britain. The first battles were at Lexington and Concord. There were at least nine black men that fought at these battles. Two of the men who fought there also fought at Bunker Hill. They were Peter Salem and Salem Poor.

There were black men that formed their own groups in the army. The army was also called the militia. Smaller groups of the army were called regiments. African American men served in black regiments. Other men served in white regiments. The black men were also drummers and spies. They fought bravely. The white men in the army respected them.

African Americans also served in the navy. The navy was started during this war. They were sailors and cooks on the ships. Thousands of African Americans sailed on the sea. Their courage helped the colonists win battles at sea.

Slaves had a tough choice if they wanted to fight. They could run away from the plantation and join the British army. But if Patriots caught them, the slaves could be hanged. They could also join the colonial army. But then men in the British army would try to catch them. The British army would then sell the black men to make money.

All African Americans hoped the war would help them. They hoped that after the war, they would be free. The Declaration of Independence said that all men were created equal. African Americans thought this would mean they would be free. If white people were not slaves, then blacks should not be, either.

In some states, African Americans signed petitions. They sent the papers to people who made the laws. The African Americans wanted to be free.

African Americans were not the only people who wanted the war to end slavery. There were white people who hoped for the same thing. Quakers did not like slavery. They lived mostly in the northern colonies. The Quakers spoke out against it. They hoped all men would be freed after the war.

During the war, some colonies made slavery illegal. The war had helped slaves in the North. Many states in the North got rid of slavery during the late 1700s. This did not always help African Americans. These states made new laws. The laws limited what African Americans could do in these states.

The war helped and hurt African Americans. In the North, many states outlawed slavery. In the South, slavery became worse. It would be more than 80 years before African Americans would be free.
African Americans in the Revolutionary War

Questions

1. How many African Americans fought in the Revolutionary War?
   A. One million
   B. Five thousand
   C. One hundred thousand

2. Slaves could fight in George Washington's army.
   A. False
   B. True

3. What were smaller groups of men in the army called?

4. Name two African Americans who fought at Bunker Hill.

5. Who spoke out against slavery?
   A. George Washington
   B. Quakers
   C. No one

6. Which states started to outlaw slavery in the late 1770s?
   A. Western States
   B. Southern States
   C. Northern States
Writing Homework Instructions

Read each entry and answer the questions to the best of your ability.

All writing should contain:

- Correct punctuation
- Correct capitalization
- Complete sentences
- When responding to a prompt be sure to TTQA (turn the question around)
- If the prompt asks for text evidence be sure to provide it
Sophy lives in a village in Cambodia. She knows the “number man,” who comes to the village every year to count the number of people living there. Read what happens when Sophy sees the number man. Then answer the questions that follow.

**Running Shoes**
*by Frederick Lipp*

Sophy stared at the man’s shoes. “Ah, you have never seen running shoes before?” the man asked.

Sophy blushed. She thought about her secret wish. Her wish felt far, far away like a hawk lazily soaring in circles in the sky. Deep in her heart she knew her wish would come true if she had a pair of shoes like the number man’s.

“Walk with me to the river,” the number man said.

“Stick your feet into the clay. . . . Now step out.” Sophy liked the warm feeling of mud squishing between her toes.

The number man took a stick with lots of numbers from his pocket. He measured Sophy’s footprints.

Then the number man rubbed his chin as he mumbled numbers to himself. “Let’s see. . . . In about a month, you will receive a surprise.”

Sophy counted the days until a postal van drove through the village and dropped off a package by her door. She held her breath as she tore open the package.

“Running shoes!” she yelled. She carefully put on each shoe. “Now my wish will come true.”

“What wish?” her mother asked.

“I want to go to school.”

“But the school is eight kilometers away over horrible roads.”

“Yes, but now I have running shoes!” Sophy said as she bounced up and down.

A smile slowly came over her mother’s face. She remembered how Sophy’s father sat with Sophy in the shade of a coconut tree and wrote marks on a small blackboard. He called them words. “This word is your name, Sophy, and this is the name of our village,” he explained.

“You may go to school,” Sophy’s mother said.

The next day before the sun rose, Sophy ate a bowl of rice and a little salt fish. Then she set off through the rice fields, running.

The shoes protected her feet from the sharp, red rocks. She sailed through the air like a skipping stone over water.

Jumping over little streams, Sophy ran through the jungle on a narrow, winding road. She ran faster and faster until finally she saw the one-room schoolhouse.
The boys covered their teeth as they laughed. Tears rose in Sophy’s eyes. “I want to learn how to read.”

“But you’re a girl,” one boy whispered.

Sophy pulled all her courage together like a green snake ready to strike. She waited for the right time to speak.

After school Sophy tied on her running shoes with three knots in each shoe. She looked over the boys and said, “If you think you are so smart, try to catch me.”

Boys pushed and shoved each other out of the way.

They ran after Sophy. No one could catch her.

The next morning, Sophy woke before the rooster’s first call. Her head start allowed her to arrive at school before there were any sandals lined up at the door. When the boys paraded into the classroom, they smiled shyly.

They remembered how Sophy had won the race.

From that day on Sophy learned many subjects taught at the one-room schoolhouse.
3. How does the number man know Sophy wants running shoes?
   ○ A. She tells him about some shoes she likes.
   ○ B. She has bought shoes from him before.
   ○ C. She keeps looking at his shoes.
   ○ D. She asks him about his shoes.

4. Which word has the same vowel sound as hawk?
   ○ A. far
   ○ B. thought
   ○ C. took
   ○ D. bowl

5. Why does Sophy’s mother worry about Sophy going to school?
   ○ A. Sophy will be the only girl at school.
   ○ B. Sophy will not be able to complete all the class work.
   ○ C. Sophy will not have time to do her chores.
   ○ D. Sophy will have a long and difficult trip to school.

6. What helps Sophy’s mother decide to let Sophy try her plan?
   ○ A. Her mother remembers Sophy’s lessons with her father.
   ○ B. Her mother remembers that the number man will help Sophy.
   ○ C. Her mother knows Sophy wants to wear her new shoes.
   ○ D. Her mother knows the village is too small for Sophy.
7. Fill in the chart.

Choose four words from the Word List that have the same vowel sound as breath. Write one word in each box below:

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<th>Word List</th>
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Why does Sophy need shoes before she can go to school?
- A. She must dress like everyone else at school.
- B. She wants to keep her feet warm on cold days.
- C. She wants to be like the other children at school.
- D. She must protect her feet on the rocky roads.

How do the boys act toward Sophy at the end of the story?
- A. They stay away from her.
- B. They are more friendly to her.
- C. They help her with her work.
- D. They tease her about her shoes.

Which sentence about the story is true?
- A. Sophy gets what she has been dreaming about.
- B. Sophy looks for the number man.
- C. Sophy is the smartest student at school.
- D. Sophy is older than the other students.

Read the words in the chart.

<table>
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<tr>
<th>Compound Words</th>
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<tbody>
<tr>
<td>barefoot</td>
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</table>

Which word belongs with the words in the chart?
- A. mumbled
- B. village
- C. schoolhouse
- D. subjects
Explain Sophy's secret wish and what happens when it comes true. Use details from the story.
Grade 4
Day 2
Subtraction

\[
\begin{array}{ccc}
926 & 835 & 956 \\
-538 & -678 & -368 \\
\hline
923 & 753 & 823 \\
-657 & -528 & -556 \\
\hline
925 & 953 & 763 \\
-738 & -258 & -378 \\
\hline
932 & 678 & 836 \\
-798 & -383 & -678 \\
\end{array}
\]
The Colonies

By Jane Runyon

Have you ever tasted flour? By itself, it doesn't have much taste, does it? How about salt? You wouldn't want to eat too much of it by itself. What about raw egg, vanilla, sugar, cooking oil, baking soda? None of these would taste very good as a snack. But what if you mixed all of these ingredients together and then put them in the oven to bake? In 30-40 minutes, you would have a delicious cake that you would find very pleasant to eat. The original thirteen colonies were much the same as the ingredients in our cake. Settling here were people of many different parts of Europe and Africa who brought their cultures with them to form a new country. All of these traditions and cultures mixed together to create a country different from any other country in the world, a country delicious to the throngs which suffered hardship to reach the shores of this new land.

Many of the new colonists had come to this new world to escape religious oppression. Many were poor and thought that they could find wealth in a new world. Some were trying to start new lives after being shut up in prisons for crimes and debts. All of these new inhabitants came to find a home where they could decide for themselves and their families the best way to live. Here there would be no king telling them what to believe and what to do. Many of the new colonists had come from England and still considered themselves to be Englishmen. On the other hand, more and more of the new residents began to call themselves Americans and wanted to govern themselves as a separate country.

Because of the great mixture of people and cultures, some people in England began to refer to the colonists as mongrels. A mongrel is most often defined as a dog of several different breeds mixed together, not a pure breed. They thought that this would be an insult to the colonists, but instead, the colonists wore the title as a symbol of their fierceness.

England started to fear this independent feeling as a sign of resistance to their rule. King George III and his Parliament decided to "teach these upstarts a lesson" by imposing taxes on the colonies to help pay for their wars in Europe. The colonists had no representatives in Parliament, so they had no voice protecting their rights. The king imposed taxes whenever and for whatever he wanted. The colonists began to feel that they had to bear "taxation without representation."

The Colonies

Questions

1. The purpose of this piece is:
   A. to persuade
   B. to demonstrate a new concept
   C. to entertain
   D. to inform

2. True or False? The early colonists all came from the same country.
3. The word mongrels in this story refers to:
   A. a group of animals in a pen
   B. people of mixed backgrounds
   C. one-sided geometric figures
   D. people who collect taxes

4. What caused the king to levy taxes on the colonists?

5. What conclusion can you draw from the facts in this piece?

6. An analogy is a kind of comparison. In this article an analogy compares the mixture of culture and traditions in the new colonies to what?

7. Who was the leader of England at this time?

8. What term was used to describe the English practice of taxing the people of the colonies?
What's the Coolest Color?

By Cindy Grigg

What do you think is the coolest color? Do you like purple? Maybe blue is your favorite color. But the coolest color of all is white - literally! If you are outside under the hot sun, wearing white might truly make you cooler. Read on to learn why.

Our light comes from the sun. Light comes to Earth in waves. The waves travel in straight lines until they hit something. Then they can bend. They can be absorbed by the object they hit. They can bounce off the object they hit. We say they are reflected. When we stand in front of a mirror, light reflects off the mirror to our eyes. That's why we can see ourselves.

Light is reflected off an object and comes into our eyes. Then we see the object. Objects look a certain color to us because of the light they reflect. We see the color that is reflected from the object. A green pepper absorbs all colors of light except green. Green is reflected back to our eyes. So green peppers look green. A red apple looks red because it absorbs all colors of light except red. Red is reflected back to our eyes, so we see a red apple.

The color black absorbs all the different wavelengths of light. None is reflected. A black shirt will absorb (or take in) light and heat from the sun. Wearing black might make you feel hotter.

White objects reflect all colors of light. A white shirt will not absorb heat and light. Instead, light bounces off anything white. So if you want to be cool this summer, wear white. Wearing a white shirt keeps a person cooler. White is the coolest color of all!

What's the Coolest Color?

Questions

1. Light waves can
   A. bend
   B. be reflected
   C. be absorbed
   D. all of the above

2. Why do objects look a certain color to us?
3. Cause and effect: What causes a lemon to look yellow to us?
   A. Lemons reflect yellow light.
   B. Lemons absorb yellow light.

4. The author's purpose for writing this story was ______.
   A. to inform readers about wearing light and dark colors
   B. to persuade readers to wear more black in the winter
   C. to entertain readers with a story about someone who wore white
   D. to describe the author's personal feelings about her favorite color

5. Finish the analogy: Black is to light as a ______ is to water.
   A. sand
   B. mirror
   C. ocean
   D. sponge

Use a dictionary to look up the meaning of the word "literally." Write it at the top of your page. Then explain why the author wrote: The coolest color of all is white - literally! What did she mean exactly?
Grade 4
Day 3
### Rounding

Round each number to the nearest ten and to the nearest hundred.

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*Super Teacher Worksheets - [http://www.superteacherworksheets.com](http://www.superteacherworksheets.com)*
Igneous Rock
By Meg Leonard

Caption: Scoria, a type of igneous rock, forms when lava cools quickly above ground.

There are different types of rocks. One type is igneous rock. This type of rock can form either above or below ground. They are called fire rocks. This is because they form from melted rock. When melted rock is below ground, it is called magma. Igneous rocks can form underground when a pocket of magma cools. When melted rock is above ground, it is called lava. Igneous rock can also form above ground as lava cools after a volcano erupts. Granite is one type of igneous rock. Granite is very hard. It is used for structures that need to last a long time. Monuments can be made of granite. Granite can also be very beautiful and is sometimes used as a decorative feature. Pumice is another igneous rock. It is really a type of glass instead of crystallized minerals. It is very soft. It can be ground up and used in cleaning products. It can also be used for landscaping. Obsidian is a type of glass, too. It forms when lava cools quickly on the surface of the Earth. Obsidian has a shiny surface. Scoria is a rock that is made up of glassy bits. It has large pockets that formed where air used to be. Scoria is not shiny. These different types of rocks have different traits, yet they are all formed from melted rock.

Igneous Rock

Questions

1. What makes igneous rocks?
   A. fossils
   B. layers of dirt
   C. sand
   D. melted rock

2. What is another name for igneous rock?
   A. fire rock
   B. water rock
   C. wind rock
   D. air rock
3. What is the name for melted rock below ground?
   A. lava
   B. obsidian
   C. magma
   D. granite

4. Which of these is NOT a type of igneous rock?
   A. granite
   B. pumice
   C. scoria
   D. sandstone

5. How does igneous rock form below ground?

Imagine that you are an igneous rock. Tell your life story. Begin as either lava or magma. Explain what type of igneous rock you become.
George Washington Carver loved plants. As a boy, he was up early each morning, studying the plants that grew near his Missouri home.

By age ten, George knew more about plants than anyone else in his town. He knew so much that the townspeople called him the plant doctor.

George’s childhood was not easy. He was born a slave in 1864. Before he was one year old, both his parents had died. George’s foster parents taught him to read and write, because no schools in the area would teach black children.

George was determined to get an education. When he was eleven, he moved to a town where he was able to go to school.

For the next 20 years, George studied hard. He felt that by learning about plants, he would be able to help other people.

At the time, farmers in the South were having a hard time. They had been planting crops like cotton that used up the rich part of the soil. Now the soil was not rich enough to grow healthy plants. Many people began losing their farms.

George worked hard to find ways that farmers could improve their soil. One way was to plant crops that could make the soil richer. Peanuts and sweet potatoes did this. But the farmers laughed at the idea of growing peanuts and sweet potatoes. They did not think that anyone would buy them.

Then George found that plants could be used for things other than food. Sweet potatoes could be used to make products like flour, candy, and shoe polish. Peanuts could be turned into soap, ink, and dye. Soon George developed over 300 products that could be made from peanuts.

Manufacturers were very excited when they found out about George’s experiments. They wanted to make some of the products he had developed. Soon they began buying peanuts and sweet potatoes from Southern farmers.

Today farmers use George’s discoveries to help make their soil richer. Manufacturers owe their thanks to him for many products he developed. George Washington Carver truly did help a great number of people.
When George Washington Carver was a boy, why was he called the “plant doctor”?

- A. He liked looking at plants near his home each morning.
- B. He took care of the townspeople’s plants.
- C. He knew more about plants than anyone else in town.
- D. He grew plants near his home in Missouri.

Which sentence about George’s childhood is true?

- A. George never learned to read or write.
- B. George wanted to become a farmer.
- C. George did not like the town where he was born.
- D. George moved to a town where he could go to school.

George studied hard for 20 years so he could

- A. become a cotton farmer on his own land.
- B. make products from plants.
- C. learn how to use plants to help people.
- D. grow peanuts and sweet potatoes.

At first, Southern farmers thought that growing peanuts and sweet potatoes would

- A. kill their cotton plants.
- B. earn them no money.
- C. make their work harder.
- D. use up the healthy soil.
Use the definitions below.

**plant** (noun): 1. a young tree, vine, or shrub

(verb): 2. to put in the ground for growth

Write your own sentences to show each meaning of the word plant. Use the word plant in each sentence.

1. 

2. 

Use the definitions below.

**part** (noun): 1. a piece of a whole

(verb): 2. to break into pieces or to comb hair to one side

Write your own sentences to show each meaning of the word part. Use the word part in each sentence.

1. 

2. 

4
George found that peanuts could be used to make
○ A. flour.
○ B. candy.
○ C. soap.
○ D. shoe polish.

What is the main idea of this passage?
○ A. George studied plants near his home.
○ B. George was called the plant doctor.
○ C. George learned how to read and write.
○ D. George was able to help many people.

In paragraph 9, the word manufacturer means people who
○ A. make things.
○ B. grow things.
○ C. study things.
○ D. discover things.

The word own rhymes with:
○ A. know.
○ B. own.
○ C. town.
○ D. how.
Explain how George helped Southern farmers. Use details from the passage.
Grade 4
Day 4
20638 + 87215 = 108853
92660 + 40175 = 132835

97957 + 38006 = 135963
74548 + 74229 = 148777
79134 + 46946 = 126080
32807 + 86709 = 119516

42421 + 87410 = 129831
52940 + 74235 = 127175
48577 + 95245 = 143822
63033 + 55665 = 118798
Let There Be Light
By Erin Horner

Look around your classroom. What do you see? You probably see your classmates and your teacher. You might even see a clock, a whiteboard, and some desks. Do you know what you would see without light? Nothing! That's right! Light is everywhere. And that is a good thing! Without light, we would not be able to see anything.

Light is a form of energy. It travels very fast! It travels even faster than sound. Light can travel in a straight line. Have you ever used a flashlight? When sitting in a dark room or walking in the dark woods, flashlights can really come in handy. When you flip the power switch on a flashlight, where does the light shine? It shines straight ahead.

Light can also bounce. Think about the moon. On its own, the moon has no light source. Yet almost every night, the moon lights up our streets and shines down on Earth. How does it do this? The light from the moon is really light from the sun. Sunlight bounces off the moon and shines down on us each evening. When light bounces off an object, it is reflecting.

Light can also bend. When light bends, it is called refraction. Imagine that you are drinking a glass of water. Just before you take your first sip, you slip a straw into your cup. When your straw tips to the side, it is still the same straw. When you look at that straw through the water glass it looks broken. Why? Your straw looks broken because the light is bending. The water is causing the light waves to bend, or refract. These bent light waves make things appear different than they really are.

Light is a fascinating type of energy. It is also an important one. Without it, our world would be completely dark. So let the light shine!

Let There Be Light

Questions

1. What is light?
2. The author probably wrote this article to _____.
   A. persuade you to turn off the lights
   B. demonstrate how to make light bend
   C. inform you about light
   D. describe how the moon gives us light

3. Which of the following is true about light?
   A. Light can bend and bounce.
   B. Light is not very important.
   C. Light is not helpful.
   D. Light can only shine in a jagged line.

   A. The Moon Rocks!
   B. Shine On: All About Light
   C. Light: Love it or Leave it
   D. Do You Like Light?

The sun gives us light. What do you think would happen if the sun stopped shining for one month? What would happen to crops? How do you think people would respond?
It is fun to collect seashells, but what can you do with them? Read this passage about a way to use seashells. Then answer the questions that follow.

Seashell Candles
by Gwen Diehn, Terry Krautwurst, and Bobbie Needham

The glow of these candles on a chilly winter night will remind you of a warm beach in summer.

What You'll Need*

Old newspapers
A large tin can, such as a 2-pound coffee can
A pot that is larger than the can
Several lumps of beeswax, paraffin, or bits and pieces of old candles
Old broken, peeled crayons (optional)
Oven gloves or 2 heavy pot holders
A large seashell for each candle
Small birthday candles, preferably the same color as the beeswax or paraffin
Scissors

*Warning: Ask an adult to help you with this activity.
What to Do

1. Half fill the pot with water and put it on the burner of a stove. Put the wax or paraffin in the tin can, and set the can in the pot of water. This arrangement is called a double boiler. Wax and paraffin are very flammable, so it’s important never to put them in a pot directly over the heat source. Always melt wax or paraffin in a double boiler.

2. If you want to color the wax or paraffin, add crayons to the tin can.

3. While the water is boiling and the wax is melting, use a stick to scoop out old wicks if you are using old candles.

4. Lay several thicknesses of newspaper on the countertop near the stove. Set the shells on the newspaper. Prop them up using wads of newspaper so that they don’t tip when you pour in the wax.

5. Ask an adult to help you slowly and carefully pour the melted wax into each shell. Let the candles cool for about five minutes until they begin to look frosty on top.

6. Poke a birthday candle down into each candle where you want the wick to be. If the birthday candle is too tall, pull it out right away and trim some off the bottom with scissors; then poke it back in. It’s okay if the birthday candle is a little too tall. The first time you light the candle it will burn down to the right height.

7. Let the candles cool before lighting them.
What is the same about the beeswax, paraffin, and crayons?

- A. All are colorful.
- B. All must be peeled.
- C. All have old wicks.
- D. All can be melted.

Which word has the same vowel sound as **pound**?

- A. cool
- B. down
- C. pour
- D. you

Read the sentences in the chart.

<p>| | |</p>
<table>
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<tbody>
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<td></td>
<td>?</td>
</tr>
<tr>
<td>1.</td>
<td>Put water in the pot.</td>
</tr>
<tr>
<td>2.</td>
<td>Set the tin can in the pot.</td>
</tr>
</tbody>
</table>

What is the best heading for this chart?

- A. Materials Needed to Make Candles
- B. Steps for Making a Double Boiler
- C. How to Melt Birthday Candles
- D. Final Steps in Candle Making

What happens when the seashell candles begin to cool?

- A. The wax looks frosty.
- B. The shells glow brightly.
- C. The color shines through.
- D. The wax becomes heavy.
Explain how newspapers, crayons, scissors, and a coffee can are each used to make seashell candles. Use information from the passage.
Grade 4
Day 5
Name: ________________________  Multiplication: 3-Digits by 1-Digit

a. 762
   x 3
   ______

b. 438
   x 5
   ______

c. 209
   x 6
   ______

d. 575
   x 7
   ______

e. 119
   x 8
   ______

f. 250
   x 4
   ______

g. 396
   x 2
   ______

h. 877
   x 8
   ______

i. 737
   x 3
   ______

j. 486
   x 1
   ______

k. 732
   x 7
   ______

l. 948
   x 2
   ______

m. 760
   x 7
   ______

n. 145
   x 6
   ______

o. 373
   x 9
   ______

Super Teacher Worksheets - www.superteacherworksheets.com
Paul Revere

By Jane Runyon

*Listen my children and you shall hear of the midnight ride of Paul Revere...*

This is the beginning of a famous poem by Henry Wadsworth Longfellow. It tells the story of a man who risked his life for the colonists. Paul Revere was this man. He rode his horse through the countryside of Massachusetts to warn the citizens that British troops were on the march. But who was this man?

Paul Revere was born in January 1735 in Boston, Massachusetts. His early schooling was in Boston. He fought for the British against the French in the French and Indian War. He followed his father in the silversmith trade. A silversmith takes metal and turns it into works of art and tools. He made teapots, trays, tools for surgery, frames for glasses, and created pictures by etching acid onto copper. He even replaced teeth for people when they lost them.

Paul Revere made friends with many of the men who were the fathers of the liberty movement in the colonies. He became a member of the Sons of Liberty and took part in the Boston Tea Party.

By 1775, the colonists wanted the king to stop making rules for them. The British king did not like the colonists to disobey him. He ordered his soldiers to arrest John Hancock and Samuel Adams. Hancock and Adams left Boston and rode to the town of Concord to avoid arrest. When the colonists learned that the British soldiers were on the move, they sent Paul Revere, William Dawes, and Dr. Samuel Prescott to warn their leaders and to protect the guns and ammunition colonists had hidden in Concord. Each of the three men was to ride through the countryside and warn the citizens. Revere sent a spy to a tavern in Boston where many of the British soldiers liked to visit. The spy found out which route the British were taking to Concord and set out to let Revere know the plan. Revere rowed himself across the Charles River and waited on his horse to see what the spy had found out. The man was to put one lantern in the steeple of the Old North Church if the soldiers were coming by a land route. He was to put two lanterns if the soldiers would be sailing on ships. Revere saw two lanterns and knew the British would be coming by ship. William Dawes had started riding earlier in the day by another route. Both he and Revere rode all night waking the people. They met at Lexington and warned Hancock and Adams to move on to Concord. Unfortunately, Revere and Dawes were spotted by a British patrol, stopped, and their horses taken away. The other rider, Dr. Prescott, avoided the British and was able to finish the ride to Concord. Paul Revere didn’t do the job all by himself. He had a lot of help. But we remember him. He became a symbol of courage to those in our newly emerging country. Nearly one hundred years later in 1861, Henry Wadsworth Longfellow wrote a poem called "Paul Revere's Ride." His poem made Paul Revere a celebrity. The legend of Paul Revere lives on still today.

Paul Revere

Questions

1. Paul Revere's occupation was:
   A. doctor
   B. lawyer
   C. silversmith
   D. trader
2. Paul Revere fought in the French and Indian War for _____?
   A. the Indians
   B. the Americans
   C. the British
   D. the French

3. Paul Revere was a member of the Sons of Liberty. Is that a fact or an opinion?

4. Why did Paul Revere make the ride to Concord?

5. How many men made the ride to warn the people?
   A. three
   B. one
   C. two
   D. four

6. How many riders actually made it to Concord?
   A. four
   B. two
   C. one
   D. three

7. How would you describe Paul Revere?
   A. lazy
   B. athletic
   C. courageous
   D. happy
The speakers in both poems have jobs to do. Read the poems to see how the speakers do their jobs. Then answer the questions that follow.

**Poem 1: Under My Bed**

Under my bed  
a party rocks  
with dust bunnies and unmatched socks.

The guests line up  
5    to do-si-do  
two by two and heel to toe—

A stuffed brown bear  
with a missing ear,  
a mitten knit with  
10    a red reindeer.

A shoestring,  
and a candy cane,  
my sweater with the grape juice stain.

My favorite blanket  
15    I thought I lost  
and a sneaker that I must have tossed.

The book I was reading  
but didn’t like  
and the seat from my cousin’s ten-speed bike.

20 And, though my guests have had lots of fun,  
it’s cleaning day—
this party’s done!

—Heidi Stemple
Poem 2: In My Desk

They’ve canceled recess,  
time to play.  
Instead it’s  
clear-out-desks  
today.  
Though all I’ve got  
is junk  
in there.  
So let them clean it—  
I don’t care.  

Inside they’ll find  
one  
holey  
sock,  
the insides of  
a broken clock,  
a bag of feathers,  
three brown stones,  
a pair of moldy  
old pinecones,  
my last year’s textbook,  

tons of tests  
all marked in red,  
a blue jay’s nest,  
a note from  
Mary Ellen White,  
my braces that were  
much too tight,  
a lunch box  
with a great big  
hunk  
of rotting cheese.  
You see—  
just junk.  

No—wait—  
each piece  
can tell a tale.  
It’s not just  
junk  
that’s old and stale  
I’ll do that  
cleaning out,  
you see  
each piece of junk’s  
my history.  

—Jane Yolen
The prefix (beginning) *un-* in the word *unmatched* means

- A. under.
- B. again.
- C. with.
- D. not.

In Poem 1, what is the speaker imagining?

- A. a cousin's visit
- B. a teddy bear's nap
- C. a good book to read
- D. a party in the room

At the end of Poem 2, what does the speaker decide?

- A. to leave the desk alone
- B. to clean out the desk
- C. to move the desk somewhere else
- D. to add more junk to the desk

The speakers in both poems are most likely

- A. children.
- B. janitors.
- C. teachers.
- D. parents.
Explain how the two poems are alike. Use details from the poems.
Grade 4
Day 6
Weekly Homework Read and Record

Name: __________________________  Date: ______________________

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<tr>
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Solve each problem.

1) 6 6
   \[\times 8\]
   \[\underline{4}\]

2) 2 4
   \[\times 8\]
   \[\underline{9}\]

3) 2 0
   \[\times 4\]
   \[\underline{8}\]

4) 4 7
   \[\times 9\]
   \[\underline{1}\]

5) 7 7
   \[\times 2\]
   \[\underline{1}\]

6) 3 0
   \[\times 1\]
   \[\underline{1}\]

7) 3 0
   \[\times 3\]
   \[\underline{6}\]

8) \[
   \[\times 3\]
   \[\underline{8}\]
American Revolution - Who Had the Better Chance of Winning?

By Cathy Pearl

The American Revolution had started. The American colonists were fighting to be free from England. Who had the better chance of winning? Both sides had things that would help them. There were also many things that would hurt them in the war.

The colonists who wanted to be free were called Patriots. They would have a tough battle ahead of them. England was very powerful. Some colonists did not want to fight England. The Patriots would have to fight them, too. The colonists did not have a lot of training. They did not have many cannons or gunpowder. England had a navy. The colonists did not.

The colonists did have advantages. The Patriots had rifles. They were very good shots. They had a great leader. George Washington would be in charge of the army. He had fought in the French and Indian War. He knew how to fight in a war. He would be a great leader.

The Patriots were fighting on their own land. They would be protecting their homes and farms. They would not want to give up their land to the British. Many Patriots would die trying to protect what they owned.

The English soldiers were very strong. They had a lot of training. Many of them had fought in other wars. England also had a strong navy. It was the best in the world. The ships could move the soldiers quickly.

African Americans fought on England's side. England promised freedom to slaves who helped them win the war. Native Americans also helped England. They did not want the colonists to win. England hired people to fight with them. These soldiers came from Germany.

Many of the colonists wanted England to win. These colonists were called Loyalists or Tories. Many colonists were Loyalists. They did not want to be free of England. They thought the other colonists should not fight the war. They were merchants. They were also part of the English government. Many Loyalists lived in the south. Few lived in the north.

The Loyalists had a tough time during the war. The Patriots would tar and feather people who wanted England to win. Many Loyalists had to leave their homes. They went back to England or to Canada. Many lost their homes and their stores.

England had problems in the war, too. England was fighting three thousand miles from home. Soldiers and supplies took months to get to the colonies. It also took months for messages to get back to England. English soldiers were not sure how to fight in the forests. They marched in straight lines. That made it easy for the colonists to hide behind trees and shoot them.

Both sides had a chance to win the war. There were things that would help them and things that would hurt them. It would be many years until a winner was clear.
American Revolution - Who Had the Better Chance of Winning?

Questions

1. What was the name for colonists who wanted to fight for freedom?
   A. Patriots
   B. Loyalists
   C. Tories

2. Who was fighting the war at home?
   A. England
   B. No one was fighting at home.
   C. American colonists

3. What happened to many Loyalists during the war?
   A. They were tarred and feathered.
   B. They lost their homes and stores.
   C. Both a and b

4. The colonists had a navy.
   A. False
   B. True

5. Name three groups of people that helped England fight in the war.

6. Who would lead the American army?
1) 3 | 2 4
2) 7 | 6 3
3) 9 | 9 9
4) 5 | 8 5

5) 6 | 3 6
6) 2 | 5 4
7) 4 | 2 8
8) 8 | 4 0

9) 5 | 6 0
10) 3 | 9 3
11) 7 | 4 2
12) 6 | 7 8

13) 9 | 1 8
14) 8 | 7 2
15) 2 | 8 8
16) 4 | 5 5
There are different types of rock. One type is sedimentary rocks. They take millions of years to form. These types of rocks are formed from little bits of earth. These bits are washed downstream. They settle to the bottom of lakes, rivers, or oceans. As time passes, a new layer will form on top of the old layer. The top layers put pressure on the bottom layers. Eventually, the bottom layers turn to rock. The bits of earth form different types of sedimentary rocks. Limestone is a sedimentary rock. It is formed from calcite. It is a mineral found where seas and lakes used to be. If a sea or lake dries up, limestone may be left behind. Fossils are often found in limestone. Limestone has practical uses. It is used for concrete. Concrete is used to make roads and buildings. Limestone is a good material for building in humid climates. Layers of the Earth from long ago may now be back up on the surface. Now, they may be covering a road or on a building!

Limestone

Questions

1. What kind of rock is limestone?
   A. a fossil
   B. metamorphic
   C. sedimentary
   D. granite

2. Where might you find limestone?
   A. evaporated seas or lakes
   B. rain forests
   C. mountains
   D. deserts

3. What are often found in limestone?
   A. emeralds
   B. fossils
   C. rubies
   D. diamonds
4. What is limestone used for?
   A. bricks
   B. plastic
   C. sand
   D. concrete

5. What causes a sedimentary rock to form?

Imagine you are digging for fossils in limestone. Describe a sea animal you might find fossilized in limestone.
Grade 4
Day 8
Dividing and Multiplying to Check Your Work

Use a division strategy to solve each problem AND then check your answer by multiplying the quotient by the divisor and adding the remainder. Please fix any mistakes if necessary.

<table>
<thead>
<tr>
<th>Division Problems</th>
<th>Solve and Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. $583 \div 5$</td>
<td></td>
</tr>
<tr>
<td>2. $458 \div 4$</td>
<td></td>
</tr>
<tr>
<td>3. $722 \div 8$</td>
<td></td>
</tr>
<tr>
<td>4. $950 \div 4$</td>
<td></td>
</tr>
</tbody>
</table>
The Colonists Protest

By Cathy Pearl

The colonists were angry over the new taxes. They formed groups of people to protest the new taxes. There were two groups. The men called themselves the Sons of Liberty. Women were called the Daughters of Liberty.

The Sons of Liberty in Boston were very active. They were very angry over the Stamp Act. The Sons of Liberty visited many of the people who were supposed to sell the stamps. They said that they would burn their houses down if they sold the stamps.

There were many famous men who were members of this group. Paul Revere, Samuel Adams, John Adams, John Hancock, Patrick Henry, and many others were members of the Sons of Liberty.

The Sons of Liberty also did fake hangings. They would make straw figures. The figures looked like British officials. They would pretend to hang the figures. This showed what would happen if the British officials tried to collect the taxes.

Other groups did what the group in Boston did. In New Jersey, a mob attacked the governor's house. He was not home at the time. The mob went into the home and threatened his wife. She refused to leave and saved their home.

The Sons of Liberty used other ways to protest the new taxes. They would visit merchants. They would tell them they should not sell British goods. The Sons of Liberty would also threaten people. They would tell people not to buy British goods.

The Sons of Liberty were part of the Boston Tea Party. They dressed up as Native Americans. They went to the Boston harbor. The colonists dumped a load of tea into the water. Many colonists were happy with this. Others were very upset.

The Daughters of Liberty were not as violent. They would parade around towns. They also organized a boycott of British cloth. They didn't want any women in the colonies to buy it. The Daughters of Liberty wanted women to raise their own sheep. Then they could make their own cloth. No one would need to buy cloth from Britain.

The boycott of British cloth worked because of these women. Women would work from sunup to sundown to make cloth. It was needed to take the place of the cloth that was not bought from Britain. They also worked hard to think of new drinks so colonists did not have to buy tea.

The women helped poor colonists. Women would meet together in groups. They would spin material made from wool. The women would give it to poor families. The poor families did not have sheep. They could not make their own cloth.

The Sons and Daughters of Liberty were very important. They helped colonists boycott British goods. The men were more violent than the women. What they did would help push England and the colonists to war.
The Colonists Protest

Questions

1. Women joined the Sons of Liberty.
   A. True
   B. False

2. What did women organize a boycott of?

3. Which group was more violent?
   A. Sons of Liberty
   B. Neither group was violent.
   C. Daughters of Liberty

4. Women made their own cloth from:
   A. cows' skin
   B. sheep's wool
   C. horses' hair

5. What did the Sons of Liberty threaten to do to people who sold stamps for the Stamp Act?

6. What did the Sons of Liberty dress up as during the Boston Tea Party?
   A. Native Americans
   B. Daughters of Liberty
   C. British officials
Grade 4
Day 9
Word Problems

1) Sara grew 136 watermelons. Melanie grew 101 watermelons. How many watermelons did they grow in total?

2) Sally picked 122 lemons and Benny picked 109 lemons from the lemon tree. How many lemons were picked in all?

3) Nancy had 836 dimes in her bank. She spent 557 of her dimes. How many dimes does she have now?

4) Mary found 609 seashells on the beach. She gave Benny 127 of the seashells. How many seashells does she now have?

5) Joan has 609 violet marbles, she gave Sally 521 of the marbles. How many violet marbles does she now have?

6) There are 137 walnut trees currently in the park. Park workers will plant 130 more walnut trees today. How many walnut trees will the park have when the workers are finished?

7) There are 136 scissors in the drawer. Sally placed 108 more scissors in the drawer. How many scissors are now there in all?

8) Tim has 115 books. Mike has 104 books. How many books do they have together?

9) Jason's high school played 704 hockey games this year. He attended 400 games. How many hockey games did Jason miss?

10) Jessica has 678 baseball cards. Sara bought 236 of Jessica's baseball cards. How many baseball cards does Jessica have now?
Sand and Gravel

By Meg Leonard

Sand and gravel are natural resources. They come from larger rocks. Weathering causes pieces of larger rocks to break off. These small pieces of rock become sand or gravel. Sand is smaller than gravel. Rocks to make sand and gravel can also be dug out of the ground at a quarry. Then the rocks are taken to a processing plant where they are crushed into smaller pieces. Both sand and gravel are very important. They have many surprising everyday uses. Sand and gravel are the main ingredients in concrete. Concrete is used to build buildings and highways in our country. Sand and gravel are even used to make glass bottles and toothpaste! They can be used to restore beaches after a severe storm. Sometimes too much sand is carried out to sea during a storm. New sand needs to be put in its place. So, the next time you build a sand castle or drive on a gravel road, you can think of all the other uses for sand and gravel!

Sand and Gravel

Questions

____ 1. Sand and gravel come from ______.
   A. rocks
   B. dirt
   C. ash from a volcano
   D. coal

____ 2. Sand and gravel are main ingredients in ______.
   A. steel
   B. rocks
   C. dirt
   D. concrete

____ 3. What natural process makes sand?
   A. drilling
   B. tsunamis
   C. earthquakes
   D. weathering
4. Which of the following does NOT contain sand or gravel?
   A. toothpaste
   B. concrete highways
   C. glass bottles
   D. toothbrushes

5. What happens to rocks after they are taken out of a quarry?

Sand can be carried out to sea after a severe storm. What are some problems that could occur from this loss of sand on a beach? List as many problems as you can.
Grade 4

Day 10
At the end of this article, you will be asked to make a poster to illustrate what you have learned about gravity. You will need these materials:

- posterboard
- markers
- newspapers, magazines
- glue or glue sticks
- construction paper in a variety of colors
- small stick-on labels

Every object pulls on every other object. That pulling force is known as gravity. The Sun and every planet in our solar system exert pulling forces on each other. This is what keeps the planets orbiting around the Sun.

Even the smallest objects exert pulling forces on each other. Gravity exists between you and your chair. It even exists between your pencil and your books! The more mass two objects have, the greater the force of gravity between them. Mass is the amount of matter in an object. The Earth contains a lot of matter. So, the force of gravity between you and Earth is great.

The distance between objects also affects the force of gravity that objects exert on each other. As objects move farther apart, the force of gravity between them lessens. If this weren't true, you might be pulled off Earth by the gravitational pull of the much larger Sun.

Gravity makes things fall when you drop them. It also gives them weight. It holds you on Earth's surface, and it holds the Moon in orbit around Earth. It makes a basketball swoosh down through a hoop, and a baseball drop into the glove of an outfielder. Gravity creates waterfalls and makes rivers flow down to the ocean. It makes rain and snow fall from clouds to the ground.

Gravity acts in ways that are hard to see as well. It causes dense cold air to sink—pushing hot air upward. This is why houses are often warmer upstairs than downstairs. Gravity also causes ocean tides to ebb and flow.
Water in the oceans moves in response to the force of gravity between Earth and the Moon. This creates a bulge in the ocean where Earth is nearest the Moon. It creates a bulge on the opposite side of Earth as well. The bulges move as Earth rotates, staying on the side of Earth that is closest to the Moon, and on the side opposite the Moon. These bulges are seen on Earth as high tides. Gravity between Earth and the Sun creates bulges too. However, the Sun is much farther away from Earth than the Moon is. So the force of gravity between Earth and the Sun creates a smaller bulge, or tide.

Gravity is at work everywhere. Look around you. Do you see examples of gravity in your classroom or home? Can you think of other examples of how gravity affects the world that you live in? Jot down a list of your ideas on the lines below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Share your ideas with others. Listen to what they have to say about your ideas and about ideas of their own. Then, on another sheet of paper, make a final list of six examples of gravity at work. Make sure that at least two of these ideas are not described in this article. Write down notes about how gravity is involved in each of your examples. (You will use these notes later to do some writing.)

Make a poster that shows these six examples. Use markers to draw. Cut shapes from construction paper, or cut pictures from newspapers or magazines. Use stick-on labels to label each of your examples. Title your poster and write your name on the back.
Questions about Gravity

Fill in the bubble that best completes each sentence.

1. Gravity is ____________
   - a pushing force that exists between all objects
   - a pulling force that exists only between large objects, such as planets
   - a pulling force that exists between all objects
   - a pushing force that exists only between large objects, such as planets

2. Objects with greater mass ____________
   - exert less gravity on each other
   - exert greater gravity on each other
   - are less likely to have gravity at all
   - are more likely to have gravity

3. Gravity between objects lessens ____________
   - when the objects are close to each other
   - as the objects move away from the Sun
   - as the objects move farther apart
   - during high tide

4. High and low ocean tides occur mainly because of ____________
   - the force of gravity between Earth and the Moon
   - cold water sinking to the bottom of the ocean
   - the force of gravity between the Sun and the Moon
   - hot air rising from the bottom of the ocean

5. If you went to the Moon, you could jump much higher and farther. This is because ____________
   - there is no air on the Moon
   - the Moon is far away from Earth
   - the Sun doesn't shine on one side of the Moon
   - the Moon has less mass and thus less gravitational pull
Vocabulary

Write a word or phrase from the Word Box that correctly completes each sentence.

<table>
<thead>
<tr>
<th>Word Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>ebb</td>
</tr>
<tr>
<td>dense</td>
</tr>
<tr>
<td>bulges</td>
</tr>
<tr>
<td>affects</td>
</tr>
<tr>
<td>rotates</td>
</tr>
<tr>
<td>orbit</td>
</tr>
<tr>
<td>mass</td>
</tr>
<tr>
<td>exists</td>
</tr>
<tr>
<td>exerts</td>
</tr>
<tr>
<td>flow</td>
</tr>
<tr>
<td>solar system</td>
</tr>
</tbody>
</table>

1. Our Sun and the planets and other objects that surround it make up our

2. Water in the ocean __________________, or rises, on the side of Earth that is closest to the Moon.

3. Earth __________________, or turns, all the time.

4. The movements of ocean tides are called __________________ and __________________.

5. Cold air is more __________________ than warm air. This means that the molecules in cold air are packed more closely together.

6. Earth and the Moon __________________, or apply, a pulling force on each other.

7. The planets __________________, or move around, the Sun.

8. __________________ is the amount of matter in an object.

9. Gravity __________________ everyone on Earth. It has an effect on all of us.

10. Gravity occurs between you and your pencil and between you and your desk. It even __________________ between people.
Take out the notes you made earlier about gravity at work around you. Using your notes, explain how gravity is involved in each example on your poster.
Service Animals

**disabilities** – conditions that limit people’s ability to do things, such as moving, sensing, or thinking

**discrimination** – unfair treatment of a person or group based on race, gender, or other differences

**mobility** – the ability to move around easily and quickly

**distractions** – things that make it hard to think clearly or pay attention

Ten-year-old Joshua was born blind. Joshua has a special friend named Simon who helps him get around safely. Simon is Joshua’s service dog. While Simon is a great companion, he’s not a pet. He has been taught by human trainers to keep Joshua safe from traffic and other dangers. Simon also helps Joshua move around. He guides Joshua to avoid objects and lets him know about curbs and steps.

Animals help people in many different ways. However, service animals offer special kinds of help. What exactly are service animals? What kinds of jobs do they do? What kinds of animals can be service animals?

According to the US Department of Justice (DOJ), “Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.” The DOJ is involved with service animals because of the Americans with Disabilities Act (ADA). This law, which was passed in 1990, forbids “discrimination against individuals with disabilities in all areas of public life.” These areas include “jobs, schools, transportation, and all public and private places that are open to the general public. The purpose of the law is to make sure that people with disabilities have the same rights and opportunities as everyone else.” New US rules passed in 2010 have added miniature (“mini”) horses to the list of service animals. These animals can be in public places with their handler, even if other animals are not allowed.

Guidelines in some US states allow service animals besides dogs and mini horses. Outside the United States, rules about service animals differ from country to country.

Service animals are trained to help people with disabilities live more independent lives. Guide animals, like Simon, help people who are blind or have low vision. Hearing animals help people who are deaf or hard of hearing. Other service animals may help...
wheelchair users or people who have other mobility challenges. In addition, people with certain other conditions may benefit from the help of a service animal. These conditions include seizures, allergies, and autism. A service animal helps and lives with one person.

Most any breed of dog can become a service dog. However, some breeds are better suited for this work than others. German shepherds and Labrador and golden retrievers are the most common breeds.

It may take two years of training before a service dog is ready to be placed with a person. These dogs are trained to pay close attention to their handler. They learn to tune out distractions. They also learn to perform special tasks related to the help their handler needs. They are never out of control. A special vest lets people know that these dogs are service animals and should not be petted. The training time for mini horses varies with the kind of service they will provide. Once a person and a service animal are matched, the person learns to work with and care for the animal.

Service animals are just one type of assistance animal. The following are not the same as service animals.

- Therapy animals are trained to help people other than their handler. They provide comfort and support to people in hospitals, schools, nursing homes, and other places.
- Comfort animals are also called emotional support animals. They provide affection and companionship to people with mental or emotional disabilities. They do not receive special training. A letter from a doctor is often required for a person to take a comfort animal into certain public places.
- Companion animals are pets. They are kept for companionship and are not always well trained.

<table>
<thead>
<tr>
<th>Service Animals</th>
<th>Therapy Animals</th>
<th>Comfort Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covered by ADA</td>
<td>can bring animal into public places</td>
<td>x</td>
</tr>
<tr>
<td>Must be able to deal with many different settings</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>May live with owner, even if the place has a “no pets” policy</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Main purpose is comfort and companionship</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Trained to help just one person</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Provides comfort to many people</td>
<td>x</td>
<td>✓</td>
</tr>
</tbody>
</table>

Service animals are wonderful companions—and so much more. They help many people with disabilities deal with the challenges of everyday life. They provide comfort and build confidence. They also save lives. For many people, being partnered with a service animal is truly life-changing.
1. According to the article, what kinds of training do service dogs receive before they are matched with a person? **RI.4.1**

2. Summarize the article from beginning to end in a few sentences. **RI.4.2**

3. According to the article, what happened as a result of the Americans with Disabilities Act? **RI.4.3**

4. What does the word *distractions* mean? How is this word relevant to the topic of the article? **RI.4.4**

5. How is the information in the article organized? **RI.4.5**

6. How do the ADA quotations in paragraph 3 relate to service animals? **RI.4.6**
1. Name something you learned from the graphic that wasn't discussed in the article. RI.4.7

2. What evidence in the article supports the author's claim that service animals help disabled people live more independent lives? RI.4.8

3. Why does the article mention miniature horses? RI.4.1

4. Which breeds of dogs most commonly become service dogs? Why do you think this is so? RI.4.1

5. Which kind of assistance animal is right for providing comfort to people in a homeless shelter? How do you know? RI.4.7
Factors

- 2:
- 5:
- 7:
- 10:
- 12:

Round 48,492 to the nearest...

- 100: ______
- 1,000: ______
- 10,000: ______

8 × 10 = 80
____ × 10 = 800
800 × ____ = 8,000
8,000 × 10 = ____

Complete the table.

<table>
<thead>
<tr>
<th>IN</th>
<th>OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Rule: ______

1 meter = _____ centimeters

300 centimeters = _____ meters

_____ × _____ = _____

_____ ÷ _____ = _____

Solve. Shade in to represent.

\[
\frac{1}{2} = \square \frac{4}{4}
\]

Solve. Shade in to represent.

\[
\frac{1}{4} + \frac{2}{4} =
\]

3 × (4 × 2) = (3 × ____ ) × 2

3 × ____ = ____ × 2

Solve and show your work.

A pet store sold 2 birds. They sold 6 times as many turtles as they sold birds. How many turtles did they sell?
1. Solve. Shade in to represent.
\[ \frac{2}{3} - \frac{1}{3} = \]

2. How many lines of symmetry are there?

3. Fraction:\______
Decimal:\______
Word Form:\_______________

4. Compare the numbers.
0.8 \(\bigcirc\) 0.4

5. Order the fractions.
\[ \frac{1}{5}, \frac{5}{5}, \frac{3}{5}, \frac{2}{5} \]

1. Solve. Shade in to represent.
\[ 3\frac{2}{3} - 1\frac{1}{3} = \]

2. Draw and label perpendicular line segments.

3. Identify the shape.

4. Celia needs 275 balloons for her mother's surprise party. The balloons only come in packs of 2. How many packs of balloons will she need to buy?

5. Solve. Shade in to represent.
\[ \frac{1}{3} \times 7 = \]