BSD Fourth Grade Remote Learning Packet (English)

BEAVERTON
SCHOOL DISTRICT

Dear Families, English

This packet includes remote learning activities for your child for April 20-May 8. In addition to these daily lessons, we recommend that your child spends time each day reading independently, writing letters to friends or family, playing strategy or math games, playing outside, practicing mindfulness, and getting 60 minutes of physical activity. Your child's teacher may try to call you to answer questions.
The packet is organized by:

3-week calendar of activities	Math Lesson (complete in one day)	Reading Lesson (complete in one day)
Social Studies Lesson (week-long)	Science Lesson (week-long)	Extra Activities

Estimadas Familias: Español

Este paquete informativo incluye actividades de aprendizaje remoto para su hijo del 20 de abril al 8 de mayo. Además de estas lecciones diarias, recomendamos que su hijo pase tiempo todos los días leyendo independientemente, escribiendo cartas a amigos o familiares, jugando juegos de estrategia o matemáticas, jugando afuera, practicando mindfulness (concientización) y haciendo 60 minutos de actividad física. El maestro de su hijo puede intentar llamarlo para responder a sus preguntas.
El paquete informativo está dividido de la siguiente manera:

Calendario de actividades para 3 semanas	Lección de Matemáticas (complete en un día)	Lección de Lectura (complete en un día)
Lección de Estudios Sociales (para una semana)	Lección de Ciencias (para una semana)	Actividades Adicionales

Arabic اللغة العربية

العائلات الكرام

تتضمن هذه الحزمة أنشطة التعليم عن بعد لطفلك في الفترة من ٢٠٢٠/٤/٢٠- ٢٠٢٠/٥/٨. بالإضافة إلى هذه الدروس اليومية، نوصي بأن يقضي طفلك الوقت كل يوم في القراءة بشكل مستقل، وكتابة الرسائل إلى الأصدقاء أو العائلة، أو لعب ألعاب ذات القوانين الاستراتيجية ، الألعاب والمسائل الحسابية، أو اللعب خارج المنزل، والحصول على ٦٠ دقيقة من النشاط البدني. قد يحاول معلم طفلك الاتصال بك للإجابة على أسئلتكم. تم تنظيم الحزمة حسب الآتي

تقويم الأنشطة لمدة 3 أسابيع

درس رياضيات (أكمله في يوم واحد)

درس القراءة (أكمله في يوم واحد)

درس الدراسات الاجتماعية (لمدة أسبوع)

درس العلوم (لمدة أسبوع)

الأنشطة الإضافية

Qoysaska Qaaliga ahow, Somali

Xirmadan waxaa ku jiro howlaha waxbarista fog oo loogu talagalay ilmahaaga Abriil 20-Maajo 8. Marka lagu daro casharadan maalinlaha ah, waxaan kugula talineynaa in cunuggaaga waqti geliyo maalin kasta aqrinta iskiis ah, u qorista waraaqaha asxaabta ama qoyska, ciyaaro istaraatiijiyadda ama cayaaraha xisaabta, banaanka ku ciyaaro, barbarto feejignaanta, iyo helitaanka 60 daqiiqo oo jimicsi ah. Cunugaaga macalinkiisa ayaa laga yaabaa inuu ku soo waco si aad uga jawaabto su'aalo.

Xirmada waxaa diyaariyay::

Jadwalka howlaha 3-isbuuc	Casharka Xisaabta (mid dhameey maalinti)	Casharka Aqrinta (mid dhameey maalint)
Casharka Cilmiga Bulshada (Isbuucoo-dhan)	Casharka Sayniska (Isbuucoo-dhan))	Howlaha Dheeraadkah

Уважаемые родители, Russian

Этот пакет включает в себя занятия по дистанционному обучению вашего ребёнка с 20 апреля по 8 мая. В дополнение к этим ежедневным занятиям мы рекомендуем, чтобы ваш ребёнок каждый день проводил время за самостоятельным чтением, написанием писем друзьям или членам семьи, игрой в стратегические или математические игры, игрой на свежем воздухе, практикуя осознанность и получая 60 минут физической активности.Возможно учитель вашего ребенка вам позвонит, чтобы ответить на вопросы.
Этот пакет составлен:

Календарь занятий на 3 недели	Урок Математики (закончить за 1 день)	Урок Чтения (закончить за 1 день)
Обществе нные науки (на неделю)	Естествен ные науки (на неделю)	Дополните льные занятия

학부모님께, Korean

다음은 학부모님의 자녀가 4월 20-5월 8일까지 하게 될 원격 학습 수업 및 활동들입니다. 이 매일의 수업 이외에, 혼자 책 읽기, 친구 또는 가족에게 편지 쓰기, 전략적 사고를 필요로 하는 게임 또는 수학 게임하기, 야외에서 놀기, 마음 수련하기, 60분 동안 신체 활동하기 등을 매일 할 것을 권장합니다. 학생의 선생님께서 학부모님의 질문에 답하기 위해 연락할 것입니다.
수업 및 활동들은 다음과 같이 짜여 있습니다:

3주 동안 활동 캘린더	수학 수업 (하루에 하나 완성)	읽기 수업 (하루에 하나 완성)
사회 수업 (일주 동안)	과학 수업 (일주 동안)	과외 활동

亲爱的学生家庭： Chinese

这个数据包包括4月20日-5月8日为您孩子准备的远程学习活动。除了这些每天的日常课程外，我们建议您的孩子每天进行独立阅读，给朋友或家人写信， 玩策略或数学游戏，在户外玩耍，练习正念及进行60分钟的体育锻炼活动。 您孩子的老师可能会给您打电话来回答您的问题。

数据包包括:

3周活动日历	数学课程 (一天完成)	阅读课程 (一天完成)
社会学课程 (一周)	科学课程 (一周)	其他活动

保護者の皆様 Japanese

このパケットには、4月20日から5月8日までのリモートラーニング（遠隔学習）アクティビティが含まれています。これらの毎日のレッスンに加え、以下を行うことを推奨します。読書、 友人や親戚へ手紙を書く、算数に関連したゲームをする、外遊び、マインドフルネス、60分間の運動。ご質問があるか確認するため、教師より電話を差し上げることがあります。

パケットは以下のように分類されています:

3週間のアクティビティ	算数のレッスン(1日で完了)	リーディングレッスン (1日で完了)
社会科レッスン (一週間)	理科レッスン(一週間)	その他の活動

Thân gởi các gia đình, Vietnamese

Đây là những hoạt động học sinh cần để tham gia học Online (remote learning) từ 20 tháng tư đến 8 tháng năm. Ngoài các bài học thường ngày, các em nên dành thời gian đọc sách, viết thư cho bạn bè, gia đình, giải toán hay đặt ra các tình huống đề có cách giải quyết, ra ngoài chơi, thả lỏng đầu óc và nhớ là nên vận động cơ thể 60 phút. Giáo viên có thể điện thoại tới nhà để trả lời những thắc mắc của phụ huynh.

Tài liệu được chuẩn bị bởi:

Thời khoá biểu cho các hoạt động trong 3-tuần	Toán (cần làm xong trong ngày)	Đọc (Cần làm xong trong ngày)
Khoa học xã hội Lesson (cho cả tuần)	Khoa học (cho cả tuần)	Các hoạt động phụ trội

4th Grade Calendar

April 20-May 8

Week 1		
	Activities from the packet	**Other Activities**
Day 1	4th Grade Book Club Learning Activity #1 Engineering Challenge: Tallest Tower	Play a math or strategy game
Day 2	Math Lesson 1	Work on Engineering Challenge Read 20 minutes
Day 3	4th Grade Book Club Learning Activity #2	Work on Engineering Challenge Play a math or strategy game
Day 4	Math Lesson 2	Work on Engineering Challenge Read 20 minutes
Week 2		
	Activities from the packet	**Other Activities**
Day 5	4th Grade Book Club Learning Activity #3 Grades 4 & 5 Social Studies: Oral Storytelling	Play a math or strategy game
Day 6	Math Lesson 3	Work on Oral Storytelling Read 20 minutes
Day 7	4th Grade Book Club Learning Activity #4	Work on Oral Storytelling Play a math or strategy game
Day 8	Math Lesson 4	Work on Oral Storytelling Read 20 minutes
Week 3		
	Activities from the packet	**Other Activities**
Day 9	4th Grade Book Club Learning Activity #5 Engineering Challenge: Build a Marble Run	Play a math or strategy game
Day 10	Math Lesson 5	Work on Engineering Challenge Read 20 minutes
Day 11	4th Grade Book Club Learning Activity #6	Work on Engineering Challenge Play a math or strategy game
Day 12	Math Lesson 6	Work on Engineering Challenge Read 20 minutes

DAY 1- 4th Grade Book Club

Hello Parents/Guardians,

A **Book Club** will be the focus for the next three weeks of learning. If your child has a book they are reading at home, they can join in with the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet they can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #1 (April 20):

1. As you are reading today in your book, determine one of the major characters and track his/her character traits. Be sure to focus on internal traits more than external.

   Create a character analysis similar to the example below. Be sure not to just list the words, but give examples of why you think that trait applies.

DAY 1- Engineering Challenge: Tallest Tower

Build the tallest tower using only newspaper and tape. The tower needs to stand on its own for at least 3 minutes.

Materials: 3 full sheets of newspaper or other large paper, 12 inches of tape.

Plan: What will your tower look like? Draw it here:

Predict: How high do you think your tower will be? Label it on your drawing above.

Make: Build your tower.

Test: How high did you build your tower? Measure its height in inches. _____

Reflect: What features made your tower stable? What did you learn about building a tall tower that you could improve?

Optional Extension:

Redesign: Using the same amount of materials that you did for your first tower, make a taller tower.

Challenge: Using the same amount of materials that you did for your first tower, build a tower that can stay standing in a wind (use a fan for the wind or blow on it very hard).

Day 2- Math Lesson 1

Directions: Read the passage and prepare a report (rough draft)	**Hints:** Choose a type of graph you are familiar with (bar graph, line graph, etc.) **Challenge:** What is the best kind of graph for making predictions? Is your graph easy to read with labels?

Think like a Soil Erosion Specialist!

Erosion is the wearing away of the land by forces like water, wind, and ice. Erosion over long periods of time can create some really cool landforms! Scientists study how erosion causes land to change over time. For example, these rocks have been chipped away by water year after year. Eventually, they will all be gone.

Before:

After:

Scientists can measure the effects of erosion over time to help them predict the effects of erosion in the future. This picture shows erosion in Pacifica, California. When these homes were built, they were not on the edge of a cliff. Years of weathering have caused the rock to erode away, leaving the homes right at the edge! Now they are hanging over the edge of the cliff. *The patios on the back of the houses are 6 feet deep, so they will start to hang over before the houses do*

Data for your report:

Week	What's hanging over the edge*
0	0 feet
5	½ foot
10	¾ foot
15	1 ¼ foot
20	2 feet
25	2 ½ feet
30	4 ½ feet

Your Task:
The community of Pacifica is concerned that the erosion is happening very quickly. They want to make a plan for keeping the houses from falling into the sea. Your job as a scientist is to track how quickly the rock is eroding and help decide what to do. Prepare a Report (a rough draft is fine) to share with the community.

It should include:

- A graph that shows the data of how much land has eroded away
- What you notice is happening with the data
- What predictions you have about future erosion (Will it speed up? Slow down? Stay the Same?)
- When do you predict the houses will fall over the cliff?

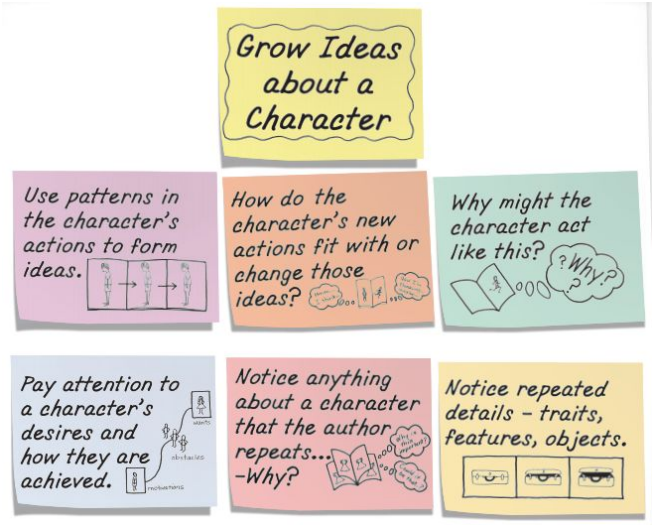
Day 3- 4th Grade Book Club

If you are following along with the **Book Club,** please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #2 (April 22):

1. Today we are going to do some deeper thinking about our main character.

   Please choose 2 of the "Growing Ideas About Characters" posters below to respond to. Give specific examples from your novel that really support your deep thinking. This is an opportunity to really stretch yourself as a reader with insightful thinking.



_____

_____

_____

_____

_____

_____

_____

_____

_____

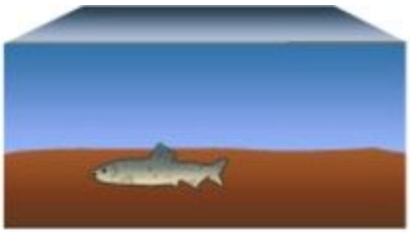
_____

Day 4- Math Lesson 2

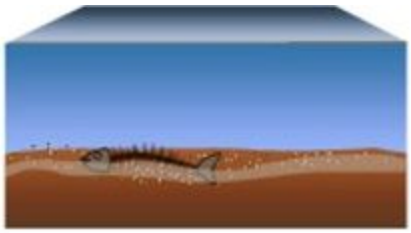
Directions: Read the passage, create a graph, measure the ammonites, and answer questions	**Hints:** A table, tallies, line plot, or pictograph can all work to show the frequency of each length **Challenge:** If you lined the ammonites up touching side by side in a line, how long would they be all together?

Think like a Paleontologist!

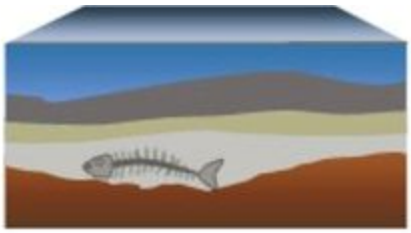
Fossils are preserved remains of animals or plants. They form by a process called fossilization. This happens when a plant or animal is buried before it has time to completely decay, like when they are buried in mud in a river. Then, minerals in the soil water fill the remains of the dead plant or animal preserving its shape. These minerals harden into stone and the sand or mud around it forms a rock, making it hard. It takes millions of years for fossils to form.



1. A fish dies and sinks to the bottom of a lake.



2. The fish rots and only the bones are left. The fish is covered with mud.



3. Millions of years pass and the mud turns to rock. Over time, the bone matter is completely changed into mineral matter. The fish is now a fossil.

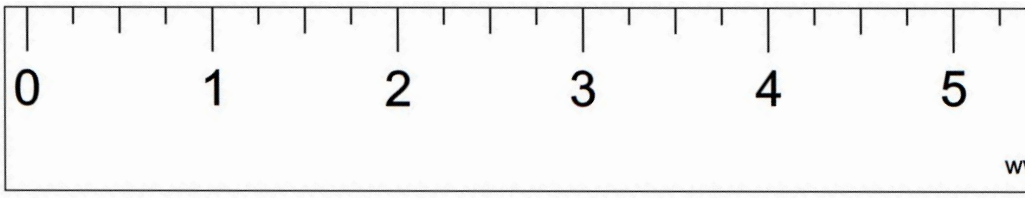
Paleontologists study fossils to learn about animals and plants that lived millions of years ago. For example, Douvilleiceras Ammonites are a common fossil found around the world, and scientists study them to learn more about the squid-like animal that lived in the shell.

Your Task: Because these ammonites are no longer a living species, scientists really don't know exactly what they looked like. However, they can use the fossils they find to learn more about them, starting with how big they can grow. Use the sample fossils to find out how big Douvilleiceras Ammonites were, typically:

- Measure each of the fossils (using inches and quarter inches)
- Create a graph of the frequency of lengths
- Answer these Questions:
    - What is a normal size for Douvilleiceras Ammonites?
    - How could your graph help you to figure out the normal size?
    - What is the difference between the largest and smallest fossil?

Lesson 2 (Continued)

Cut these apart and cut out the ruler to help you measure:



Day 5- 4th Grade Book Club

If you are following along with the **Book Club,** please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #3 (April 27):

1. Think about a character from your book and how they have changed in your book.

   Share how the main character changes, writing down your ideas from several parts of the text. Also, be sure to share how those details support your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Day 5- GRADES 4 & 5 SOCIAL STUDIES

**this is a 1-2 week mini-project.*

Oral storytelling is a way of communicating and learning that goes back thousands of years. Stories are a way of teaching and learning. **Stories have always played an important role in sustaining the culture and history of Native Americans.** Does your family tell stories?

Did you know?

Native Americans have lived in Oregon since time immemorial, meaning over thousands of years.

There are 9 federally-recognized Native American tribes in Oregon today.

Beaverton lies on the ancestral homeland of the Tualatin Kalapuya tribe (within Confederated Tribes of Grande Ronde).

Over 6 million people identify as American Indian /Alaska Native and there are more than 570 federally recognized Native nations in the US today. **There are many stories in many Native tribes and nations.**

In many tribes, Elders (maybe parents or grandparents) **are the most important storytellers and teachers who pass on knowledge and history from one generation to the next.** Each tribal nation has its own oral history that is just as important as written histories & books!

Your turn - It's time for you to connect with your elders and your history. Choose 1!

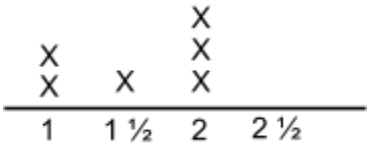
Option 1: If you can, talk with one of your Elders at home or on the phone, or look at family photos if you have them.

- Is there a story important to your family, elders, or culture? Write about a story you learned from your elder.
- You can also ask them what was different when they were your age, and what events in history they lived through. Include details about what you learned.

Option 2: You are living through history right now with COVID-19. What story will you tell about this time in history to future generations?

- While being away from school and family/friends, what is a "normal day" like?
- What have you learned about yourself, family and friends during this time?

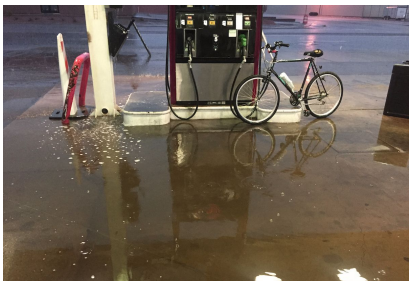
Day 6- Math Lesson 3

Directions: Read the passage, look at the rain gauges on the next page, make a line plot, and answer the questions.	**Hints:** Here is a sample line plot. Make a line with the measurements you see on the rain gauges. Put an X on each number every time there is a rain gauge with that number.  **Challenge:** On the news, the meteorologist will say "about _____ inches fell in Nashville today," but since all the gauges are different it is hard to decide what number they should say. How many inches would you say on the news? Why?

Think Like a Meteorologist!

Earth Rainfall Climatology is the study of rainfall around the world. The goal of meteorologists in this field is to measure precipitation around the world and make predictions about future rainfall. They also study patterns of flooding to help people build their homes in safe places and prepare for future flooding. With current technology, scientists can predict rainfall 3-4 days in advance!

Sometimes, heavy rain can cause flooding to happen quickly because the water doesn't have time to soak into the ground. This is called flash flooding. Meteorologists issue a "Flash Flood Warning" to let people know to be careful around areas like rivers or low points where flooding can happen suddenly.



Your Task:
Because of recent flash floods in Nashville, Tennessee, the meteorologists there are studying how much rain it takes in a 30 minute span to cause a flash flood. They want to be able to warn people of flash flooding sooner! Meteorologists have weather stations with rain gauges all over the city of Nashville to measure the rainfall. Recently, there was a storm that lasted about 30 minutes and it caused flash flooding in low areas all across the city!

You checked all of the rain gauges, but the level of rain was different in each gauge! Use the data you collected from the rain gauges to make predictions about how much rain it takes to cause flash flooding in Nashville.

1. Create a line plot with the rain levels from the rain gauges on the next page
2. Answer these questions:
   - Why might the rain gauges all show different rain levels?
   - Do any of the gauges show a level that doesn't really fit the rest of the data? What could have caused them to be different?
   - How much rain did most of the gauges receive?

Math Lesson 3 (Continued)

Inches of Rain in 30 minutes

0 ½ 1 1 ½ 2

X = 1 rain gauge

Day 7- 4th Grade Book Club 📖

If you are following along with the **Book Club,** please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #4 (April 29):

1. Choose one scene from your book where you can clearly see an event or reaction from a character's perspective or viewpoint.

   Use everything you know about that character's life experience to explain why the character feels that way.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Day 8- Math Lesson 4

Directions: - Read the passage, look at the line plot, draw a model, and answer the questions.	**Hints:** Each X is a layer of the rock. If a rock had a height of $\frac{8}{8}$ that would be a whole inch. How many inches would $\frac{16}{8}$ be? **Challenge:** How many whole inches is the rock? How many whole feet is it?

Think Like a Geologist!

Geologists study different types of rocks and how they are formed. One type of rock is called sedimentary rock. Sedimentary rock forms in layers, like the rock formation in the picture. Each layer is made of different kinds of sediment (minerals, small pieces of plant, and other earth materials).

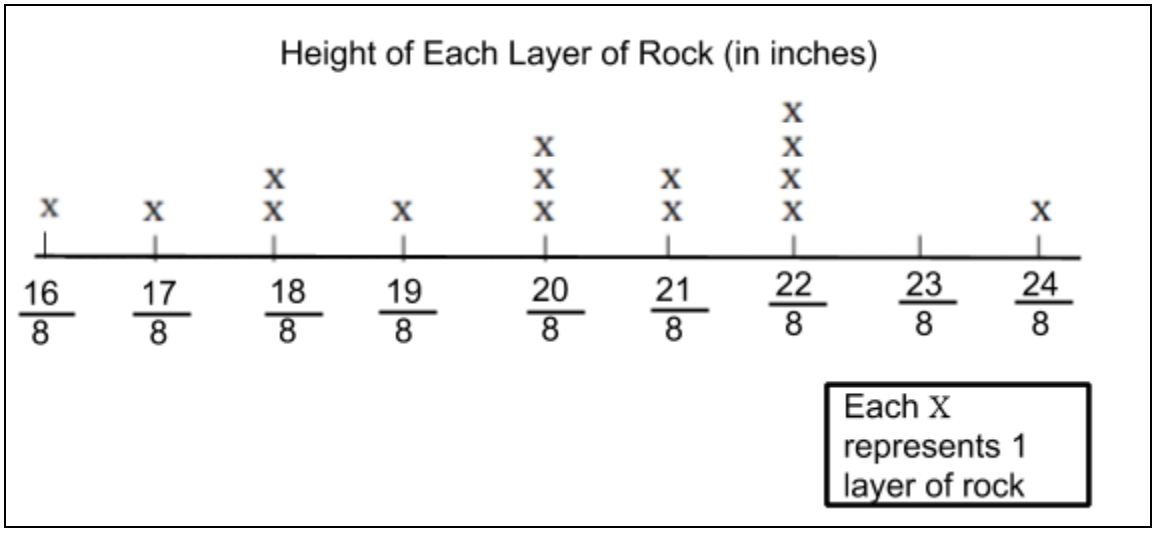
The layers of the rock can help geologists study the history of the earth. The oldest layers of the rock are at the bottom and newer layers pile on top of the old ones. Scientists can break apart the layers to study them individually and see what kinds of sediments make up each one.

Your Task: A group of geologists is studying a sedimentary rock they found. They have already measured the layers of the rock and created a line plot of the height of each layer.

Draw a model (does not need to be to scale): What could the rock look like?

Questions:

- What height is the most common?
- How many inches is the shortest layer?
- What is the difference between the tallest and shortest layers?
- How tall is the whole rock?



Day 9- 4th Grade Book Club 🕮

If you are following along with the **Book Club,** please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #5 (May 4):

1. Think through the journey your book has taken you on and come up with a big picture theme for your book.
2. What is the theme?

_____

_____

_____

3. What made you realize that theme?

_____

_____

_____

_____

4. Are there other themes you considered?

_____

_____

_____

_____

Day 9- Engineering Challenge: Build a Marble Run

Build a marble run that will allow a marble to move from one place to another without falling.

Materials: You will need materials to make the ramps and tubes. This can be cardboard tubes, rolled recycled paper, or cereal or tissue boxes that you cut apart to make ramps. You can also use paper cups, recycled cans and milk cartons. You will also need tape, scissors, and a marble or small ball.

Plan: How are you going to build your marble run? Will it be able to stand on its own or will it be attached to a wall, your refrigerator, or a table and chairs? Where do you want the marble run to start, and where do you want it to finish?

Make: Cut some pieces of tape so you have them handy to use. If you need to cut some tubes in half to make ramps, do that first. Then build your run!

Test: This is the most fun part. Test your run. Did your marble stay on the run? Do you need to make adjustments to your run so the marble makes it all the way to the end?

Reflect: What did you learn when you were building this marble run?

Optional/Extension:

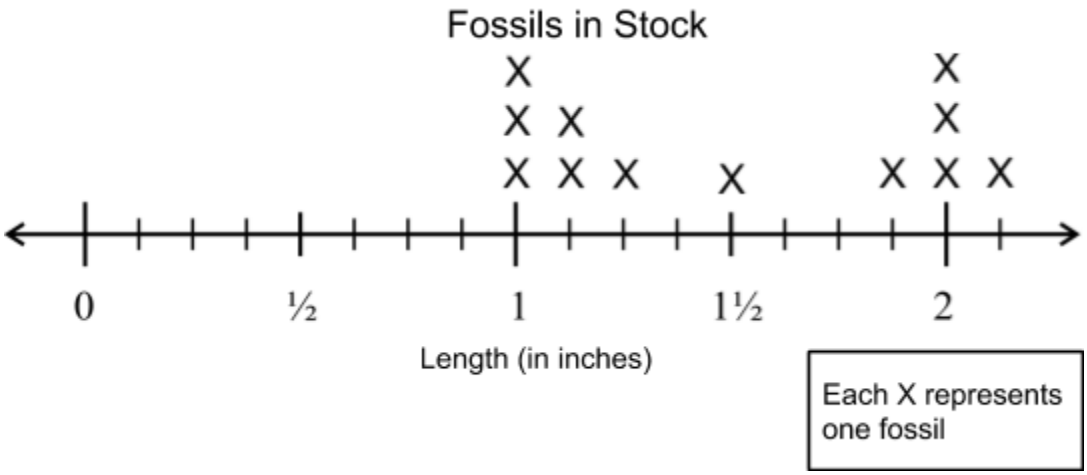
Redesign: Try to redesign your run so the marble takes a longer or a faster time to get to the end. What did you change so that you met your goal?

Day 10- Math Lesson 5

Directions: - Read the problem and use the information to answer the questions	**Hints:** How many fossils are 1 inch long? How much would it cost for a fossil that is an inch long? How much will it cost for all of the fossils that are an inch long? **Challenge:** If you want to display your fossils side by side in a case, how long would the case need to be?

Think like a Collector!

Mineral and Fossil Supply Inc. is a store that sells different types of rocks, fossils, and gems. Currently they have a collection of small fossils for sale that are different sizes. The line plot below shows the sizes they have in stock.



They sell the different sizes for different prices, see the sign below.

Question:
If you wanted to buy all of the fossils, how much would it cost you?

Day 11- 4th Grade Book Club

If you are following along with the **Book Club,** please do the learning activities below. If you do not have access to books at this time, there are reading passages at the end of this packet you can choose to do instead. ☆ Spend 20 minutes reading each day.

Learning Activity #6 (May 6):

1. Restate the theme that you determined for your book last time. Look back through your book to find text details to support that theme.

   Give specific examples from all across your book to prove that your theme is a good one.

   What clues did the author/cartoonist give you about the theme?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Day 12- Math Lesson 6

Directions: Read the problem, add numbers to the line plot using what you know, and then answer the questions.	**Hints:** Which line is for the smallest kitten? Which line has 4 kittens? What are the lines counting by? **Challenge:** How much do all of the kittens weigh together?

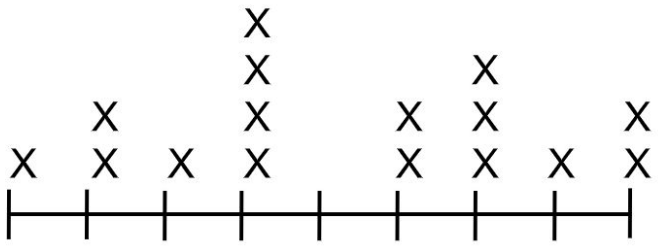
Jasmine volunteers at the Animal Shelter, and it is her job to weigh the kittens to make sure they are growing enough. Today, when she went to the animal shelter, she weighed 16 kittens and created a line plot of their weights.

When Jasmine got home, she realized that she had forgotten to put a scale (the numbers on the bottom of the line plot)!

She remembered that the smallest kitten only weighed 3 pounds and four of the kittens weighed 3 ¾ pounds.

Fill in the scale on the line plot using that information.

Kitten Weights



How did you figure out what numbers to put on the scale?

Two of the kittens that Jasmine weighed, Cocoa and Butterscotch, are brothers, but they don't weigh the same amount. Neither of them weighed 3 pounds, and together they weigh 7 pounds. **How much could Cocoa and Butterscotch weigh?**

Name: _____ **Date:** _____

Your/You're

The Education of Snow White

Snow White has left the seven dwarfs' cottage. She wants to explain her disappearance, but she doesn't really understand the difference between *your* and *you're*. Can you help her fill in the blanks?

Directions: The word *your* or *you're* belongs on each of the lines below. Choose the correct word and write it in.

Dear Dwarfs,

_____ probably wondering why I left. I have to admit, I have gotten tired of _____ strange habits. It seems like if _____ not sneezing, then _____ sleeping, or _____ acting grumpy.

Also, it turned out the prince wasn't for me. As I said to him, "_____ really nice, but I don't want to sit around _____ castle all day while _____ off slaying dragons."

The other day, I took a good look in the mirror. Sure it said, "_____ the fairest of them all." But it also said, "Plan for _____ future. What about _____ education? _____ career?"

That was it. "Snow," I said, "say good-bye to _____ dwarfs. _____ going back to school."

I hope I haven't hurt _____ little feelings. I appreciate _____ kindness. _____ all very generous. But for now, _____ on _____ own.

_____ friend,

Snow White

Grammar Cop's Clues

Remember these basic laws of *your* and *you're*:

- ***Your* is the possessive form of *you*. Use it when you are talking about something that belongs to the person with whom you are speaking.** (Example: I really like *your* new jeans. Where did you get them?)
- ***You're* is a contraction of *you are*. Here's a tip: Whenever you write *you're*, read over the sentence again and substitute the words *you are* for *you're*. If the sentence makes sense, you've made the right choice.** (Example: I always tell people that *you're* the best dancer in our grade.)

© Scholastic Teaching Resources

Name _____

From Pole to Pole

*A **fact** is information that can be proven.*
(Example: Antarctica is a continent.)

*An **opinion** is information that tells what someone thinks.*
(Example: The South Pole is the most challenging area to explore.)

Antarctica and the Arctic region are the most southern and northern areas on Earth. These extremely cold areas have been the destinations for many scientific explorations.

Antarctica surrounds the South Pole. It is the coldest of the seven continents. Masses of ice and snow, about one-mile thick, cover most of Antarctica's land. It is the most desolate place on Earth. Few plants can survive in its extreme cold, and its only wildlife lives on the coast.

There is no sunlight at all for months at a time in Antarctica. This keeps the continent very cold. In the winter, temperatures drop below -40°F on the coast and to about -100°F inland. Because it is so cold, little snow falls in this area. The South Pole only gets four-to-six inches of snow each year. However, the existing snow is packed so heavily and tightly that it has formed a great ice cap. This ice cap covers more than 95% of Antarctica.

It is probably not surprising that there are no cities or towns in Antarctica. In fact, no people live there permanently. Since Antarctica was discovered in 1820, many teams of scientists and explorers have braved its cold to learn about this interesting piece of land.

Although very little grows in Antarctica, the seacoast does have a variety of animal life. Whales, seals, penguins, petrels, and fish are among the animals that live in and near Antarctica's coastal waters. All of these animals depend on the sea for food and shelter.

On the opposite end of Earth is the North Pole. This is also a very cold region. It is called the Arctic. It includes the Arctic Ocean and thousands of islands. The northern parts of Europe, Asia, and North America are also part of this region.

Unlike Antarctica, the Arctic is a permanent home for many people. About 90 percent of all Arctic lands are free of snow and ice in the summer—except for Greenland. Although the sun never shines on much of the Arctic during the winter, it does shine on all parts of this area for at least a little while each day from March to September.

As in Antarctica, little plant life can survive in the Arctic. It is plagued not only by cold, but also by wind, a lack of water, and the long, dark winters. Willow trees do grow in the far north of the Arctic but are only a few inches high. A permanently frozen layer of soil, called "permafrost," prevents roots from growing deep enough in the ground to properly anchor most plants. Therefore, even if plants can survive the cold, they do not grow roots deep enough to enable them to grow very large.

Because it is warmer than Antarctica, the Arctic is home to such animals as reindeer, caribou, bears, and sables. These animals live in pastures all over the Arctic. The seacoast is also home to many birds, including old squaw ducks, eider ducks, falcons, geese, and loons.

Name _____ **Identifying fact or opinion**

1. Write *F* for fact or *O* for opinion.

____ Antarctica is the coldest of all the continents.

____ People do not live in Antarctica because it is too dark without sunshine every day.

____ Farmers would be easily frustrated trying to get things to grow in the Arctic.

____ There are no permanent residents in Antarctica.

____ Antarctica is the most desolate place on Earth.

____ The Arctic includes the northern parts of three continents.

____ People who live in the Arctic enjoy Greenland about 90 percent of the time.

____ Several kinds of animals live in the Arctic.

2. Why do you think people live in the Arctic but not in Antarctica? _____

_____

3. Do you think people will one day live in Antarctica? _____

_____

4. Write *C* for cause or *E* for effect in each pair of sentences.

____ Antarctica is extremely cold.

____ No one lives permanently in Antarctica.

____ "Permafrost" prevents roots from growing very deep in the Arctic.

____ There is a permanently frozen layer of soil called "permafrost" in the Arctic.

5. Circle the main idea of the second paragraph.

Antarctica is the coldest place on Earth.

Antarctica is covered with huge amounts of ice and snow.

Antarctica is a very cold place and cannot support much life.

6. Using context clues from the story, write a definition for each word.

desolate _____

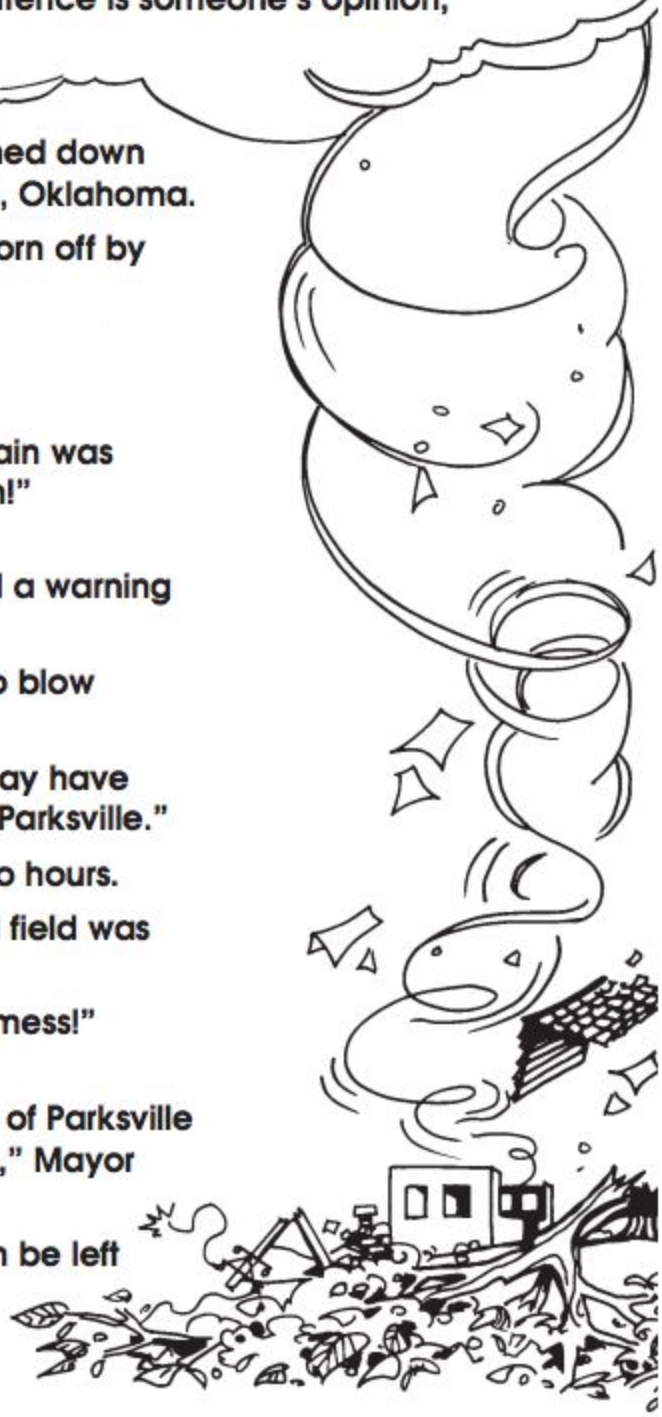
permanent _____

plagued _____

Read about the continent where you would most like to live. On another piece of paper, list eight reasons you would like to live there. Four reasons should be fact and four opinion.

News Report

Read the following news report about a tornado that touched down in a small town in Oklahoma. If the sentence is a fact that can be proven, underline it in red. If the sentence is someone's opinion, highlight it in yellow.



1. At 10:35 A.M. today, a tornado touched down briefly in the small town of Parksville, Oklahoma.
2. The roofs of several buildings were torn off by the strong winds.
3. Many large trees were uprooted.
4. There were no injuries.
5. "It was so loud, I thought a freight train was coming right through my living room!" Mrs. Cox exclaimed.
6. The National Weather Service issued a warning ten minutes before the tornado hit.
7. "I was afraid my house was going to blow away!" Mr. Carey reported.
8. Officer Reeves commented, "This may have been the worst day in the history of Parksville."
9. Electrical power was out for over two hours.
10. The large scoreboard at the football field was blown down.
11. "It will take forever to clean up this mess!" remarked Mrs. McDonald.
12. "I'm sure I can count on the people of Parksville to work together to rebuild our town," Mayor Clark said.
13. Donations to the rebuilding fund can be left at the bank.

Write a news report about a tiger that escaped from the zoo. Include three facts and three opinions.

© Scholastic Teaching Resources

Name _____

Identifying fact or opinion

Climbing Blindly

*A **fact** is information that can be proven.*
(Example: Asia is a continent.)

*An **opinion** is information that tells what someone thinks.*
(Example: Asia is the most interesting continent in the world.)

Mount Everest is the highest mountain in the world. This mountain is located in Asia. Asia is home to all five of the world's highest mountains. Mount Everest's peak is five and one-half miles above sea level. That is very high!

Many climbers have tried to climb to the top of Mount Everest's approximately 29,028-foot peak. The first people to reach the peak were Sir Edmund Hillary and Tenzing Norgay. Since then, thousands of people have survived the climb to Mount Everest's top.

One of the successful climbers is Erik Weihenmayer. Like all who try to climb this huge mountain, Erik faced strong winds, snow, and avalanches. However, what really made Erik's climb unbelievable is the fact that he is blind. After losing his vision at age 13, Erik began climbing at age 16. He has climbed the tallest mountains on all seven continents. Erik became the first blind person to reach the peak of Mount Everest.

At the age of 32, Erik began his climb as part of a 19-member team. His team wore bells that he could follow during his climb, and fellow climbers were quick to warn him of such things as a big drop on the right or a boulder to the left. Erik also used long climbing poles and an ice ax to feel his way across the ice, rock, and snow on the mountain.

During his climb, Erik encountered many dangers. He struggled through 100 m.p.h. winds and sliding masses of snow, ice, and rock. Because the air became thinner the higher Erik climbed, he wore an oxygen mask, as do many who climb high mountains. This helped him breathe as he climbed higher and higher. It took Erik about two-and-a half months to reach the top of this incredible mountain.

Scholastic Success With Reading Comprehension © Scholastic Teaching Resources

Name _____

Identifying fact or opinion

1. Write *F* for fact or *O* for opinion.

   ___ Erik is very courageous.

   ___ The bells made Erik's climb a lot easier.

   ___ Erik is blind.

   ___ All climbers should use climbing poles and ice axes.

   ___ Mount Everest is the world's tallest mountain.

   ___ Erik's oxygen mask helped him breathe.

   ___ Erik used tools to help him climb.

   ___ Erik is proud of his achievement.

2. List three interesting facts from the story. _____

   _____

   _____

3. Write your opinion of Erik's accomplishment. _____

   _____

   _____

4. Circle words that describe Erik.

   brave foolish cautious strong daring athletic

5. What are some climbing tools many climbers use? _____

   _____

6. Do you think bells are a good idea for all teams of climbers to use? Why or why not? _____

   _____

   _____

7. Why do you think Erik attempted this dangerous climb? _____

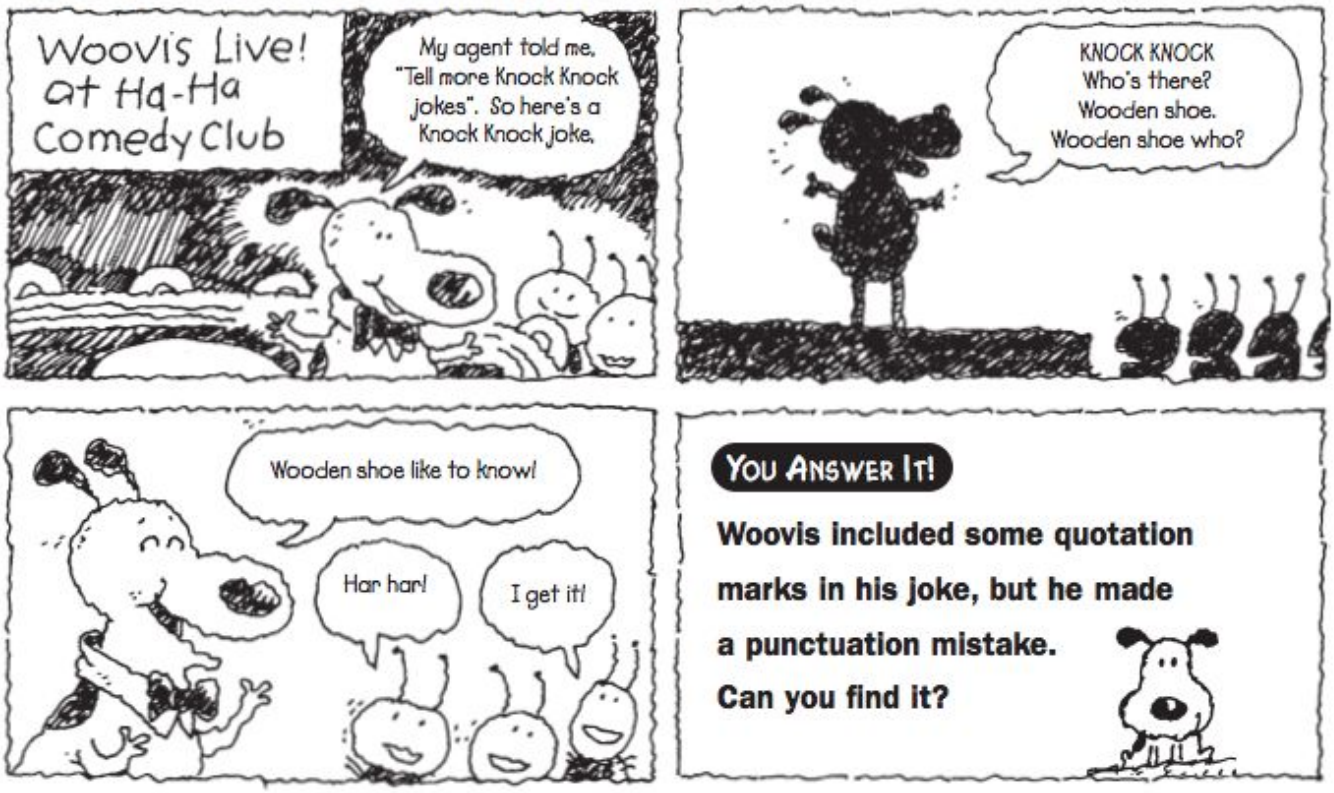
   _____

   _____

Read about another adventurous person. On another piece of paper, write three facts and three opinions about this person.

Name: _____

WOODEN SHOE featuring Woovis



YOU ANSWER IT!

Woovis included some quotation marks in his joke, but he made a punctuation mistake. Can you find it?

GRAMMAR WORKSHOP

How do you punctuate quotations? Here are some examples.

Begin quotations with a capital letter unless they continue a sentence.

Wrong: "Yes," said Bo, "That is correct."
Right: "Yes," said Bo, "that is correct."

Put end marks *inside* of quotation marks.

Wrong: "I'm back"! Wally said.
Right: "I'm back!" Wally said.

Introduce quotations with a comma.

Wrong: Maddy asked "Who's home?"
Right: Maddy asked, "Who's home?"

In the following sentences, insert missing quotation marks and other punctuation. Correct capitalization mistakes.

1. Squirmy asked Woovis, can we interview you for *Weekly Blab* magazine?
2. sure, Woovis said, that sounds like a great idea.
3. How does it feel to be a famous comedian Squirmy inquired.
4. I'm not all that famous, Woovis said. I've never been on TV.
5. Molly added I've heard that the networks want to give you your own show.
6. It's possible Woovis replied. I'm not sure I'm ready for my own show.

Name _____ Date _____

Author's Purpose and Point of View

A Delicious Mistake

Every day, people invent new things. Some inventors work hard for years to create something new. But some of the best inventions happen by accident.

Can you imagine a world without chocolate chip cookies? Back in 1930, Ruth Wakefield and her husband opened a restaurant in Massachusetts. It was called the Toll House Inn. Ruth greeted the guests when they arrived. She also worked as the cook. The restaurant held 30 guests. Ruth often had to rush to feed them all on time.

One day, Ruth was mixing up some chocolate cookies in the kitchen. The recipe said to melt squares of baking chocolate. The next step was to pour the melted chocolate into the pale cookie batter and stir.

You have to melt chocolate slowly or it will burn. Ruth was in a hurry. She decided to break the chocolate squares into little chunks. Then she threw the chunks into the batter. After all, the cookies had to bake in a hot oven. She figured that the chocolate would just melt into the rest of the batter.

When she took the cookies out of the oven, Ruth groaned. She could still see big chunks of chocolate. She could never serve these to her guests!

Then, Ruth tasted the cookies. They were delicious! Her guests agreed.

Ruth began buying lots of chocolate and cutting it up. Then she asked the candy makers if they could make the chocolate easier to break into small pieces. That's when they came up with chocolate chips. If it were really easy to make these delicious cookies, maybe people would start baking them at home.

Thanks to Ruth Wakefield, today you can find "Toll House" cookies in every grocery store. But none of them tastes as good as a homemade chocolate chip cookie, hot from the oven.

Name _____ Date _____

1. **The author's main purpose in writing this article was to _____.**
   - Ⓐ teach how to make chocolate chip cookies
   - Ⓑ explain how to become an inventor
   - Ⓒ describe how chocolate chip cookies were first made
   - Ⓓ tell about the life of Ruth Wakefield

2. **What does the author think about chocolate chip cookies?**
   - Ⓐ They are good.
   - Ⓑ Most kinds are boring.
   - Ⓒ They taste bad.
   - Ⓓ They are neither good or bad.

3. **What does the author most likely think about Ruth Wakefield and her invention?**
   - Ⓐ She was lucky.
   - Ⓑ She was very smart.
   - Ⓒ She was silly.
   - Ⓓ She was a bad cook.

4. **How do you think the author feels about the candy makers who decided to make chocolate chips?**

   _____

   _____

5. **Which kind of chocolate chip cookie does the author think tastes the best?**

   _____

   _____

Writing Prompt: **Write a speech for your class. Tell how you feel about chocolate chip cookies.**

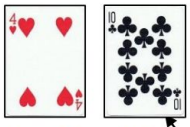
Fourth and Fifth Grade Math Games ☆

Multiplication Top-It

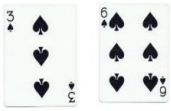
Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Each player turns over two cards and multiplies to get a product. The player with the largest product wins all the cards. Continue until all the cards are gone.



4 x 10 = 40



3 x 6 = 18

Player 1 wins all four cards.

Make the game easier by taking higher digit cards out of the deck. Make the game harder by playing with 2-digit x 1-digit multiplication.

101 and Out

Players 2

Materials: 1 die, scratch paper

How to Play: Copy the game board below. Roll the die six times. Each roll has to count. You can count the rolls as either ones or tens. Keep a running total as you play. The closest to 101 *without going over* wins.

1	1 or 10	4	4 or 40
2	2 or 20	5	5 or 50
3	3 or 30	6	6 or 60

Player 1

10 + 50 + 4 + 20 + 4 + 3 =

Total 91

Player 2

50 + 6 + 10 + 30 + 2 + 4 =

Total 102 so out Player 1 wins!

GAME OF FROG

Intermediate game of addition and multiplication

Players: groups of 2 or more

Materials: two regular dice, pencil & paper to keep score

How to Play:
Similar to Greedy Pig, except this game involves two dice and both addition and multiplication. There are 4 rolls in each round. You can choose to use all 4 rolls or stop at any time during the 4 rolls.

POINTS
If the dice are…
DIFFERENT – add the numbers
THE SAME – multiply the numbers

BUT, if you roll a 1 on either die, you score zero for that round. If both dice land on a 1 (known as snake eyes), your cumulative score goes down to zero!

Player 1 begins by rolling both dice. Following the point rules above, player 1 may choose to continue rolling and try to accumulate more points while running the risk of rolling a 1 and losing the points. At any time during the 4 rolls, player 1 may choose to stop rolling and record the points before risking rolling a 1.

The rest of the players continue in the same manner. Winner is the player who has the most points after 5 rounds.

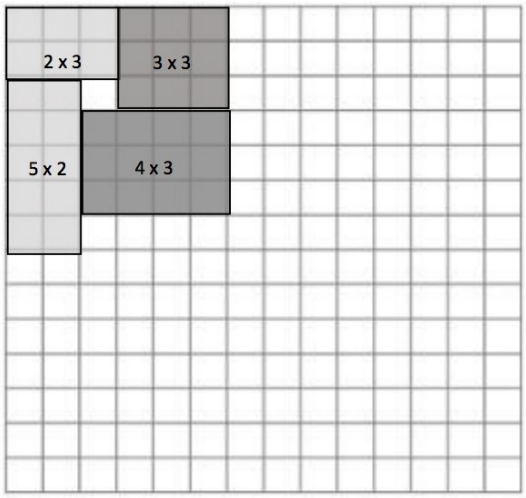
(Players may choose to keep a scorecard similar to the one on the right.)

Block Out

Players 2

Materials: 2 dice, graph paper, colored pencil or crayon for each player

How to Play: Roll 2 dice and draw a rectangle using the numbers rolled as the length and width on graph paper. Continue until there is no room to draw any more rectangles. Add the areas of all your rectangles and the highest score wins.



Graph Paper (if you need it for solving the math lessons or playing Block Out) ☆

Elementary Body and Movement Calendar ☆

SHAPE America

health. moves. minds.™

April 2020

Elementary Mind & Body Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
National Health Observances • National Autism Awareness Month • National Minority Health Month • National Distracted Driving Awareness Month • Stress Awareness Month • April 7: World Health Day			**1** Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	**2 Star Jumps** Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	**3 Crane Pose** Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	**4 4 Walls** Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps
5 Mindful Snack When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	**6 Teacup Tip-ups** Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	**7 World Health Day** Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	**8 Musical Frogs** This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	**9 Bear Walk** With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	**10 Before Bed Breathing** While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	**11 Dribble Challenge** Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
12 Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	**13 Play Catch** Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	**14 Wild Arms** As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	**15 Mindful Senses** What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	**16 Crawl Like a Seal** Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	**17 How Fast Can You Go?** Pick a distance and see how fast you can run the distance.	**18 Inchworms** Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
19 Garland Pose Practice your balance with this pose! 	**20 Rock Paper Scissors Tag** Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	**21 Commercial Break** Can you hold a plank for an entire TV commercial break?	**22 Wake and Shake** As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	**23 Chair Pose** Hold for 30 seconds, relax then repeat. 	**24 Positive Talk** Be sure to talk to yourself today like you would talk to someone you love.	**25 Jump, Jump** Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
26 Put your favorite song on and make up a dance or fitness routine!	**27 Paper Plate Planks** In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	**28 Step Jumps** Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	**29 A Gratitude Attitude** Write down something you're thankful for and why.	**30** Try Savasana again. Use this to relax and wind down all year! 	**SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!** Yoga photos from www.forteyoga.com	

Reproduced with permission from the Society of Health and Physical Educators (SHAPE America) https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/activity-calendars.aspx