Fourth Grade

May 11 – May 15

MATH: Addition and Subtraction Review

Monday:	Step 1: Watch the two videos on multi-digit addition and subtraction: **https://tinyurl.com/oyuw4fv and https://tinyurl.com/ldmu8qm** Step 2: Reflex Math Fluency Practice (30 Minutes)
Tuesday:	Step 1: Review the videos on multi-digit addition and subtraction: **https://tinyurl.com/oyuw4fv and https://tinyurl.com/ldmu8qm** Step 2: Reflex Math Fluency Practice (30 Minutes)
Wednesday:	Step 1: Log on to Seesaw and watch the video of Mrs. Mury working on some example problems from your worksheet "Addition and Subtraction". Step 2: Complete the problems with Mrs. Mury Step 3: Reflex Math Fluency Practice (30 Minutes)
Thursday:	Step 1: Complete the worksheet "Addition and Subtraction" and complete the Time challenge problems on the bottom. Step 2: Reflex Math Fluency Practice (30 Minutes)
Friday:	Step 1: Finish the worksheet and take a picture of the worksheet and post it onto Mrs. Mury's Addition and Subtraction Video! Step 2: Reflex Math Fluency Practice (30 Minutes)

ELA: Comparing Patterns of Events in Stories

Monday	Step 1: Watch the Seesaw video introducing the topic. Step 2: Complete the Ready Read Lesson 26-Pages 430-431
Tuesday	Step 1: Login to Seesaw Step 2: Answer the novel study questions.
Wednesday	Step 1: Watch the Seesaw video of Mrs. Rouse going over pages 430-431 Step 2: Complete the Ready Read Lesson 26-Pages 432-433
Thursday	Step 1: Login to Seesaw and watch the video on the novel study questions.
Friday	Step 1: Complete the Ready Read Lesson 26- Pages 434-437, 439. Use the R.A.C.E. strategy to complete the short response answer. Step 2: Complete Page 439 and Post a picture of it on Seesaw. I will make an assignment that you can add it to.

SCIENCE: Renewable and Nonrenewable Resources

Monday:	Step 1: Log on to Discovery Education and review Unit 2 Energy Resources.
Tuesday:	Step 1: Log on to Discovery Education and search for "Magic School Holiday Special". Step 2: Watch the full video.
Wednesday:	Step 1: Go on a Scavenger Hunt around your house and find two nonrenewable resources and two renewable resources and write them down.
Thursday:	Step 1: Complete the worksheet in your packet named "Energy" and label the worksheet with the types of energy that are there.
Friday:	Step 1: Log on to Seesaw and complete the "What Do You Know About Renewable and Nonrenewable Resources?" activity.

SOCIAL STUDIES: The Transcontinental Railroad

Monday:	Read the following sources: The Transcontinental Railroad, The Builders of the Transcontinental Railroad (Source 1), and Native Americans and the Transcontinental Railroad (Source 2).
Tuesday:	Step 1: Review your sources from yesterday. Step 2: Read Creating the Dust Bowl (Source 3), Moving West (Source 4), The Transcontinental Railroad (Source 5), and Trouble on the Tracks (Source 6).
Wednesday:	Review all of your sources. Complete The Transcontinental Railroad worksheet.
Thursday:	Review all of your sources. Complete The Impacts of the Transcontinental Railroad worksheet, by listing and explaining 3 positive effects and 3 negative effects of the Transcontinental Railroad.
Friday:	Log into seesaw to check your work from yesterday! ☺

MATH

Name: _____ Date: _____

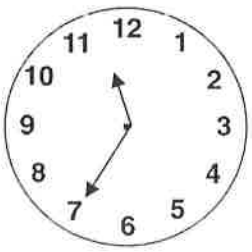
1. Add.

4,782	8,569	5,802
+2,347	+3,195	+1,674

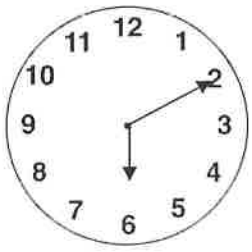
2. Subtract.

983	567	705
- 296	-138	- 369

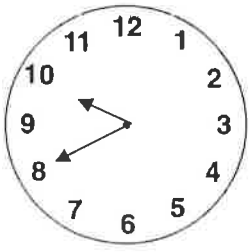
3. What time is it?



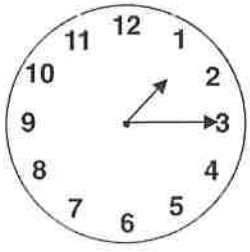
_____



_____



_____



_____

ELA

RL.4.9 Compare and contrast the treatment of similar . . . patterns of events (e.g., the quest) in stories [and] myths . . . from different cultures.

Lesson 26
Comparing Patterns of Events in Stories

Learning Target

Noting similarities and differences among events in various stories and myths will help you understand stories told in many parts of the world.

Read Traditional stories come from different parts of the world, but many share similar **patterns of events**, or the likely or expected ways things happen.

One kind of story that follows a pattern is a **quest**. In a quest, a character goes on a journey to reach a certain goal, often to help other people. **Myths** that explain human behavior or ancient beliefs about nature also may share similar patterns. By comparing story events and outcomes, you will gain a better understanding of the tales you read.

As you look at the cartoons below, think about the story each one tells. How is the pattern of events similar and different?

The villagers are tired of Tall Boy's constant bragging.

The villagers are hoping she'll bring warmth back to the world.

©Curriculum Associates, LLC Copying is not permitted.

Think What have you learned about the patterns of events in stories? What are the similarities and differences in the events in each cartoon? Complete the *Patterns of Events Chart* below to tell what happens.

	Story About a Boy	Story About a Girl
Order of Events		
Beginning		
Middle		
End	The villagers become angry at Tall Boy's foolish ways.	

Talk Share your chart with a partner.

- What events did each of you list for the beginning, middle, and end of each story? Which are similar?
- How do the patterns of events compare to each other?

Academic Talk

Use these words and phrases to talk about the text.

- **patterns of events**
- **quest**
- **myth**

©Curriculum Associates, LLC Copying is not permitted.

Read

Genre: Folktale

TARA AND THE SUN

BY EMMA ROUNDTREE

1 For many years, the Clan had faced hardship after hardship. The rivers had dried up, and the once plentiful herds had moved away. Worst of all, the air had become much colder. The people feared they would freeze to death, alone amidst a cold and ruined Earth.

2 Tara could bear to see her people suffer no longer, so she braved the dangers of the Mountain. After many days of climbing, she reached the top and called forth the Sun.

3 "Should my people die," she told the Sun angrily, "you shall have no one to shine upon. No one will be left to care about you, and you'll fade away, friendless and alone."

4 The Sun mulled this over and arrived at a decision. "Very well," he answered. "Here, take this small piece of me."

5 Tara returned to the Clan with the piece of Sun. Slowly, the air warmed, the herds returned, and the rivers began to flow once again.

Lonely MOON

by Luna Merison

1 Long ago, a young boy noticed a glowing white stone and picked it up. The moment his fingers touched the stone, the boy could hear Moon speaking to him. "I am terribly lonely," said Moon. "I offer this part of myself to you so that, with it, we may talk." The boy and Moon became good friends, and they shared many secrets.

2 As time passed, however, the Earth grew cold, and soon, all was frozen. Moon realized that he had caused the problem; the Moon-stone was harming the world. Sorrowfully, Moon lowered himself to Earth, gathered back the piece of himself, and returned to his lonely existence in the heavens. And, in due time, the Earth warmed once more.

Close Reader Habits

Underline the events that are similar in each story. Also write brief notes to tell *when* they occur.

©Curriculum Associates, LLC Copying is not permitted.

Explore **How are the patterns of events similar and different in the two folktales?**

Use a chart to help you compare and contrast the events in each story. Then you can look for patterns of events.

Think

1. In "Tara and the Sun," Tara is on a quest. Identify story details that show the pattern of events of a quest. Then summarize Tara's quest.

2. What are some ways that "Lonely Moon" is different from Tara's story? Describe three or more of these differences.

Talk

3. The characters in both stories get a piece of a heavenly body. Compare what happens when Tara gets a piece of the Sun with what happens when the boy gets a piece of the Moon. Use a chart to organize your ideas.

Write

4. **Short Response** Describe the similarities and differences in the patterns of events in "Tara and the Sun" and "Lonely Moon." Include details from both stories in your response. Use the space provided on page 438 to write your response.

HINT Is the boy in "Lonely Moon" also on a quest? Think of how your answer affects your response.

©Curriculum Associates, LLC Copying is not permitted.

Read

Genre: Folktale

The Monkeys and the MOON

a Tibetan folktale,
from *Tibetan Tales Derived from Indian Sources*

1 In long-past times there lived a band of monkeys in a forest. As they rambled about, they saw the reflection of the moon in a well, and the leader of the band said, "O friends, the moon has fallen into the well. The world is now without a moon. Ought not we to draw it out?"

2 The monkeys said, "Good; we will draw it out."

3 So they began to hold counsel as to how they were to draw it out. Some of them said, "Do not you know? The monkeys must form a chain, and so draw the moon out."

4 So they formed a chain, the first monkey hanging on to the branch of a tree, and the second to the first monkey's tail, and a third one in its turn to the tail of the second one. When in this way they were all hanging on to one another, the branch began to bend a good deal. The water became troubled, the reflection of the moon disappeared, the branch broke, and all the monkeys fell into the well and were disagreeably damaged.

5 A deity uttered this verse, "When the foolish have a foolish leader, they all go to ruin, like the monkeys which wanted to draw the moon up from the well."

Close Reader Habits

Why do the monkeys fall into the well? **Underline** important events that lead up to that story event.

©Curriculum Associates, LLC Copying is not permitted.

Genre: Folktale

The King's Fire Dogs

a Korean folktale,
retold by Mary Hoffman
in *Sun, Moon, and Stars*

1 Heaven contains just as many countries as the Earth does. There is one called Land of Darkness where there is a king who keeps huge, fierce dogs called fire dogs. This king is always trying to think of ways to bring more light to his country.

2 One day, he called the biggest and most ferocious of his fire dogs and told it to go and bring him the sun. Off loped the dog and tried to seize the sun in his jaws. But the sun was so hot that it burned the dog's mouth. He snapped at it again and again but could not hold on. He had to go back to his master with his tail between his legs.

3 The king summoned his next biggest dog. He sent it to steal the moon for him, thinking that the moon wouldn't be as hot as the sun. But the second dog fared no better than the first. The moon was so cold that when he tried to bite it, the moon froze the dog's tongue to his mouth and made his teeth sing with pain. Hard as he tried, he could not hang on to the moon and had to spit it out. He too slunk back to the king.

4 Still, the king of darkness never gives up hope. Every now and then he sends one of his fire dogs to try and steal the sun or the moon. You can see the bite marks whenever there's an eclipse.

Close Reader Habits

How does the king try to steal the sun and moon? Why? **Underline** events that help you answer these questions.

©Curriculum Associates, LLC Copying is not permitted.

Think Use what you learned from reading the stories to respond to the following questions.

1 Complete the chart by drawing Xs in the boxes next to the statements that describe events in "The Monkeys and the Moon," "The King's Fire Dogs," or both tales.

Statement	"The Monkeys and the Moon"	"The King's Fire Dogs"
A leader wants to bring more light to his land.		
A leader wants to rescue the moon.		
A leader sends out a dog to bring back the moon.		
Characters reach out to touch the moon.		
A character cannot hold on to the moon.		
A character never gives up hope of capturing the moon.		
The characters never reach their goal.		
The characters agree to work together on a solution to a problem.		
Some characters leave marks showing that they are still trying to reach their goal.		

2 Which statement below **best** describes a pattern of events that is true of both passages?

A To avoid hurting themselves, the characters give up on their plans.

B The characters capture the moon to bring more light to their countries.

C Though trying to be helpful, the characters make unwise decisions.

D Because they don't listen carefully to orders, the characters make mistakes.

©Curriculum Associates, LLC Copying is not permitted.

To compare and contrast these stories, mark details showing similar and different patterns of events.

3 Read this saying from paragraph 5 of "The Monkeys and the Moon."

When the foolish have a foolish leader, they all go to ruin . . . .

Which **two** statements, one describing details from "The Monkeys and the Moon" and one describing details from "The King's Fire Dogs," explain what the saying means?

- **A** The characters are hurt because they obey impossible orders.
- **B** The characters agree to bring more light into the world.
- **C** The characters never learn their lesson and still give advice.
- **D** The characters wrongly conclude that a problem exists and fail to fix it.
- **E** The characters try to reach for a thing that keeps disappearing.
- **F** The characters decide to follow their leader on a hard and dangerous journey.

Talk

4 Compare and contrast the patterns of events in both stories. What are the leaders like? What happens when the other characters help their leaders? How do earlier events influence the story outcomes? Use the Patterns of Events Chart on page 439 to list important story details and to organize your thinking.

Write

5 **Short Response** Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response. Use the space provided on page 439 to write your response.

HINT Look for details that show how the patterns of events are similar or different.

©Curriculum Associates, LLC Copying is not permitted.

The Monkeys and the MOON

The King's Fire Dogs

4 **Use the Patterns of Events Chart below to organize your ideas.**

Order of Events	"The Monkeys and the Moon"	"The King's Fire Dogs"
Beginning		
Middle		
End		

Write **Use the space below to write your answer to the question on page 437.**

5 **Short Response** Use the information in your chart to compare and contrast the patterns of events in both folktales. Include details from both tales to support your response.

HINT Look for details that show how the patterns of events are similar or different.

©Curriculum Associates, LLC Copying is not permitted.

The BFG Novel Study
Chapters 19-21

1. The Queen does not want to kill the giants because "two wrongs don't make a right." What do you think this phrase means?

2. Why does Mary drop the Queen's breakfast tray in Chapter 19?

3. Explain how the butler prepares to serve the BFG a royal breakfast.

4. Sophie and the others are planning to fight the Giants of Giant Country. If you were in their shoes, what would you do to stop the Giants from eating more humans?

SCIENCE

Magic School Bus Watching Guide
"Holiday Special" (Recycling)

What do you already know about recycling?

1. Into what categories do the students sort the recycling?

2. Wanda's toy soldier was recycled into a bunch of _____ _____!

How did stopping recycling affect Walkerville? Name 3 ways.

3.

4.

5.

Find three things in this room that could be recycled!

SOCIAL STUDIES

The Transcontinental Railroad

For centuries, man had attempted to harness the mechanical power of heat and water. In 1802, Richard Trevithick patented a "high pressure engine" and created the first steam-powered locomotive engine on rails. Trevithick wrote on February 21, 1804, after the trial of his High-Pressure Tram-Engine, that he "carry'd ten tons of Iron, five wagons, and 70 Men...above 9 miles...in 4 hours and 5 Mints." Though a ponderous[1] sounding journey, it was the first step toward an invention that would utterly change man's relationship to time and space.

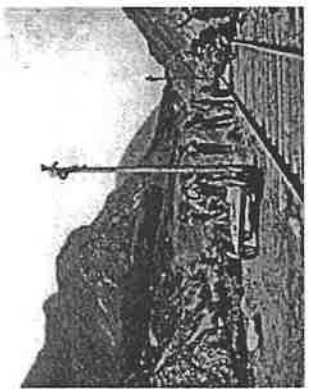
America's first steam locomotive made its debut in 1830, and over the next two decades railroad tracks linked many cities on the East Coast. By 1850, some 9,000 miles of track had been laid east of the Missouri River. During that same period, the first settlers began to move westward across the United States; this trend increased dramatically after the discovery of gold in California in 1849. The overland journey–across mountains, plains, rivers and deserts–was risky and difficult, and many westward migrants instead chose to travel by sea, taking the six-month route around Cape Horn at the tip of South America.

In 1862, the Federal Government enacted the Pacific Railroad Act. This Act chartered the Central Pacific and the Union Pacific Railroad Companies and tasked them with building a transcontinental railroad that would link the United States from east to west. Over the next seven years, the two companies would race toward each other from Sacramento, California on the one side and Omaha, Nebraska on the other, struggling against great risks before they met at Promontory, Utah, on May 10, 1869.

[1]**ponderous:** slow and difficult because of weight

Source 1

The Builders of the Transcontinental Railroad

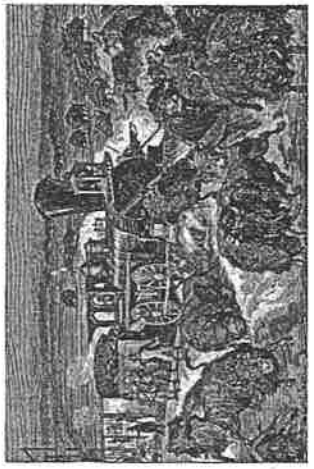


The labor required to build the Transcontinental Railroad was extensive. Many new jobs were created to meet the labor needs of building the railroad. The main laborers, the ones who laid the track, did back-straining work for days on end, for not necessarily high wages, in sometimes brutal conditions. This massive transportation construction project also required an entire network of support staff, including medical staff, cooks, and shop owners of provisions stores as well as living areas.

Irish immigrants were the primary early builders of the Central Pacific Railroad. Many Irish worked long days and long hours for pay that was not exactly high. Chinese immigrants, who were travelling across the Pacific Ocean in increasing numbers, 40,000 in the 1850s alone were also used to build the railroad. Many of these Chinese immigrants had come to California for the Gold Rush and had stayed.

Source 2

Native Americans and the Transcontinental Railroad



Railroads allowed new opportunities for settlers. New towns and spreading ranches and farms pressed the lands of the Native Americans. Many Native Americans began to lose their lands and way of life as the newcomers slowly took what was theirs. Many of these Native Americans who lived on the plains, would be starved, killed, and driven onto reservations as white settlers swept west of the Mississippi and then the Missouri River.

Rail connections to the Great Plains proved especially devastating. After acquiring horses, Native Americans who lived on the plains had become heavily dependent on the bison for food, shelter, clothing, trade, and much more. In 1872 it was found that bison hides could be processed into leather and hide-hunters immediately set out to capture as many bison as they could so they could meet the demand. Within a decade they had driven the millions of animals to the verge of extinction.

Source 3

Creating the Dust Bowl

Frontier settlement received a huge boost as the railroads sold off acres of their grants along the route. There was a sense that the railroad brought with it, civilization, prosperity, and even better life. Settlers who streamed into the Great Plains region generally found a substantial amount of land. This land was sold, settled, and then cultivated. In California alone, an estimated one-third of all its trees were cut down.

Vast acres of land were broken by the plow and put into cultivation. These farms were over-planted and overgrazed. The land had become overworked and could not recover. Large areas of the land became areas of dust. By 1930, the land was so dry and dusty that it created a massive dust storm known as the "Dust Bowl."

Source 4

Moving West

By 1880 (the railroad was completed in 1869), cargo carried amounted to US $50 million per year. Instead of months, it took just 10 days to cross the country. The transcontinental railroad, like the Erie Canal of a previous era, exponentially increased trade across the nation. The railroad had created a steady and consistent service no previous mode of transportation had been able to provide. Large amounts of materials and goods were transported all over the nation, especially to places that never had received such goods before.

Refrigerated cars beginning in the 1880s, were able to transport all kinds of fruit, from apples and cherries to lemons and peaches. These fruits sped east from the newly planted orchards in southern California and the Pacific Northwest to help provide wholesome and healthy meals for families in places as distant as Iowa and New Hampshire.

Source 5

The Transcontinental Railroad

While the Erie Canal and the stagecoach lines were important elements in westward expansion, the Transcontinental Railroad had the greatest impact. Large numbers of travelers could now travel westward to new lands on multiple carriages that the train would pull. A coast-to-coast trip from San Francisco to New York now took seven days instead of weeks. No longer did travelers have to go by boat or over treacherous bumpy, roads. Not only did material goods and mail make the trip by train, but people could, too, and bring with them ideas and thoughts from all parts of the country.

Source 6

Trouble on the Tracks

Through the Sierra Nevada Mountains: Natural passes were not always available or were in the wrong place. So, tunnels had to be built through the mountains. Workers were lowered in baskets. They pounded blasting holes in the rocks. They stuffed the holes with explosives. Then they blew up that section. They used nitroglycerin[1]. They had to keep it steady or it would blow up on its own. With this system, they were able to build about one foot of tunnel each day.

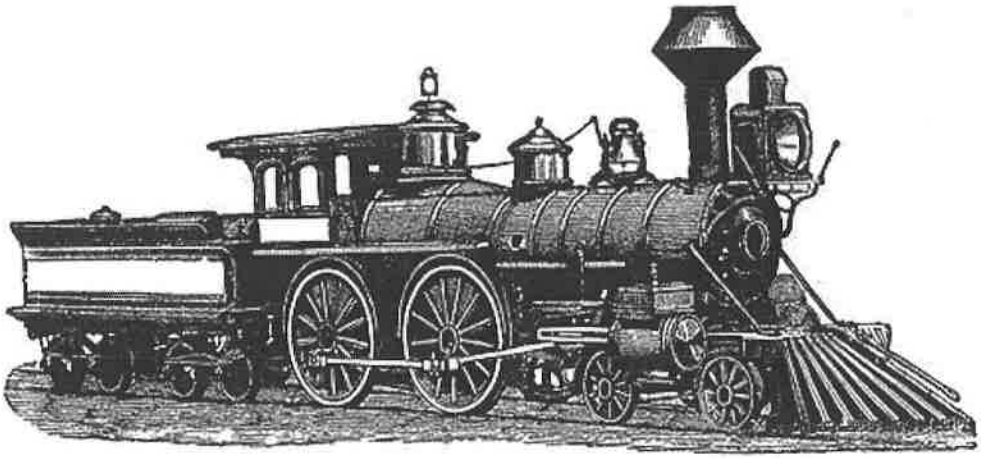
Across the Great Plains: Sharp shooters were hired to get the buffalo out of the way. This made Native Americans very angry. It was in violation of treaties. The Pawnee tribe was friendly to the workers. The Pawnee were hired to keep other tribes away from the railroad track.

Laying track was hard work. Men were injured and some died for many reasons including snake bites, exhaustion, avalanches, heat stroke, freezing weather, fever, disease, Native American attacks, and fights.

[1]**nitroglycerin:** a heavy yellow poisonous oily explosive liquid used in making explosives.

The Transcontinental Railroad

What was the Transcontinental Railroad?



The Impacts of the Transcontinental Railroad

Positive	Negative