Fourth Grade

May 4 – May 8

MATH: Converting Fractions to Decimals

Monday:	Step 1: Watch the video on converting fractions to decimals: https://tinyurl.com/zd4qza2 Step 2: Reflex Math (30 Minutes)
Tuesday:	Step 1: Review the video on converting fractions to decimals: https://tinyurl.com/zd4qza2 Step 2: Reflex Math (30 minutes)
Wednesday:	Step 1: Watch the Seesaw video of Mrs. Mury going over the first few problems on the worksheet called "Converting Decimals to Fractions" that you will be completing in your math packet. Step 2: Reflex Math (30 Minutes)
Thursday:	Step 1: Complete the worksheet "Converting Decimals to Fractions" that is in your packet. Step 2: Circle any problems that you do not understand. Step 3: Reflex Math (30 Minutes)
Friday:	Step 1: Continue working on the worksheet "Converting Decimals to Fractions" that is in your packet and take a picture of it when you are done and post it onto the assignment called "Worksheet: Converting Decimals to Fractions"! Step 2: Reflex Math (30 Minutes)

ELA: Unfamiliar Words

Monday	Step 1: Watch the BrainPop video Context Clues: https://is.gd/V0QImd Step 2: Complete the Ready Read Lesson 13-Pages 202-203
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 202-203 Step 2: Complete the Ready Read Lesson 13-Pages 204-205
Thursday	Step 1: Login to Seesaw and watch the video on the novel study questions.
Friday	Step 1: Complete the Ready Read Lesson 13-Pages 206-207, 209. Use the R.A.C.E. strategy to complete the short response answer. Step 2: Complete Page 209 and Post a picture of it on Seesaw. I will make an assignment that you can add it to.

SCIENCE: Earthquakes and Volcanoes

Monday:	Log on to Discovery Education and review Unit 4 Earthquakes.
Tuesday:	Log on to Discovery Education and search for "Magic School Bus Blows Its Top" and watch the full video.
Wednesday:	Draw a picture of how an earthquake and a volcano happen and submit to the Seesaw activity named "Earthquake and Volcano Drawing".
Thursday:	Complete the worksheet in your packet named "Magic School Bus: Blows Its Top".
Friday:	Log on to Seesaw and complete the "What Do You Know About Earthquakes and Volcanoes?" activity.

SOCIAL STUDIES: Transportation and Movement

Monday:	Read the following sources: Cotton Production, Cotton Gin (Source 1), Empire of Cotton (Source 2), Slaves in the Cotton Field (Source 3), and Cotton Cards (Source 4).
Tuesday:	Reread the sources from yesterday and use those sources to help you complete the Cotton Production graphic organizer. On the top half of the graphic organizer, provide a definition for the different types of resources. On the bottom half of the organizer, explain how the different types of resources were used in cotton production in the South.
Wednesday:	Log into Seesaw. Ms. Shelton will post the answers to the graphic organizer. Check your work! ☺
Thursday:	Read the following sources: Erie Canal, New York (Source 1), Transportation (Source 2), and Moving West (Source 3). Use those sources to help you complete the Impact of the Erie Canal worksheet. On the worksheet you are to explain what the Erie Canal is and provide the impact of the Erie Canal in each of the given sources.
Friday:	Log into Seesaw. Ms. Shelton will post the answers to the Erie Canal worksheet. Check your work! ☺

MATH

Converting Decimals to Fractions

Name:

Convert each decimal to a fraction.

Converting from a fraction to a decimal is simple as long as you remember the place values.

tens	ones	tenths	hundredths

$^{9}/_{10}$

The example above is nine-tenths. Lets look at how we'd write that as a decimal.

tens	ones	tenths	hundredths
	0	9	

$^{63}/_{100}$

We do the same thing for the problem above only make sure we're in the hundredths place.

tens	ones	tenths	hundredths
	0	6	3

Ex) $\frac{1}{100} =$ 0.01

1) $\frac{66}{100} =$ _____

2) $\frac{2}{100} =$ _____

3) $\frac{9}{10} =$ _____

4) $\frac{7}{10} =$ _____

5) $\frac{3}{10} =$ _____

6) $\frac{3}{100} =$ _____

7) $\frac{2}{10} =$ _____

8) $\frac{4}{100} =$ _____

9) $\frac{9}{100} =$ _____

10) $\frac{51}{100} =$ _____

11) $\frac{1}{10} =$ _____

12) $\frac{94}{100} =$ _____

13) $\frac{5}{100} =$ _____

14) $\frac{89}{100} =$ _____

15) $\frac{20}{100} =$ _____

16) $\frac{92}{100} =$ _____

17) $\frac{4}{10} =$ _____

18) $\frac{77}{100} =$ _____

19) $\frac{8}{100} =$ _____

20) $\frac{6}{10} =$ _____

Answers

Ex. 0.01

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

ELA

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Lesson 13
Unfamiliar Words

Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

Read Informational texts often have words people don't use in everyday life.

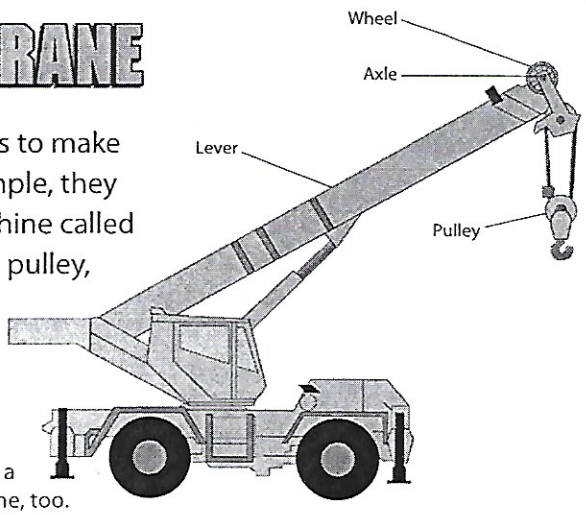
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.

INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

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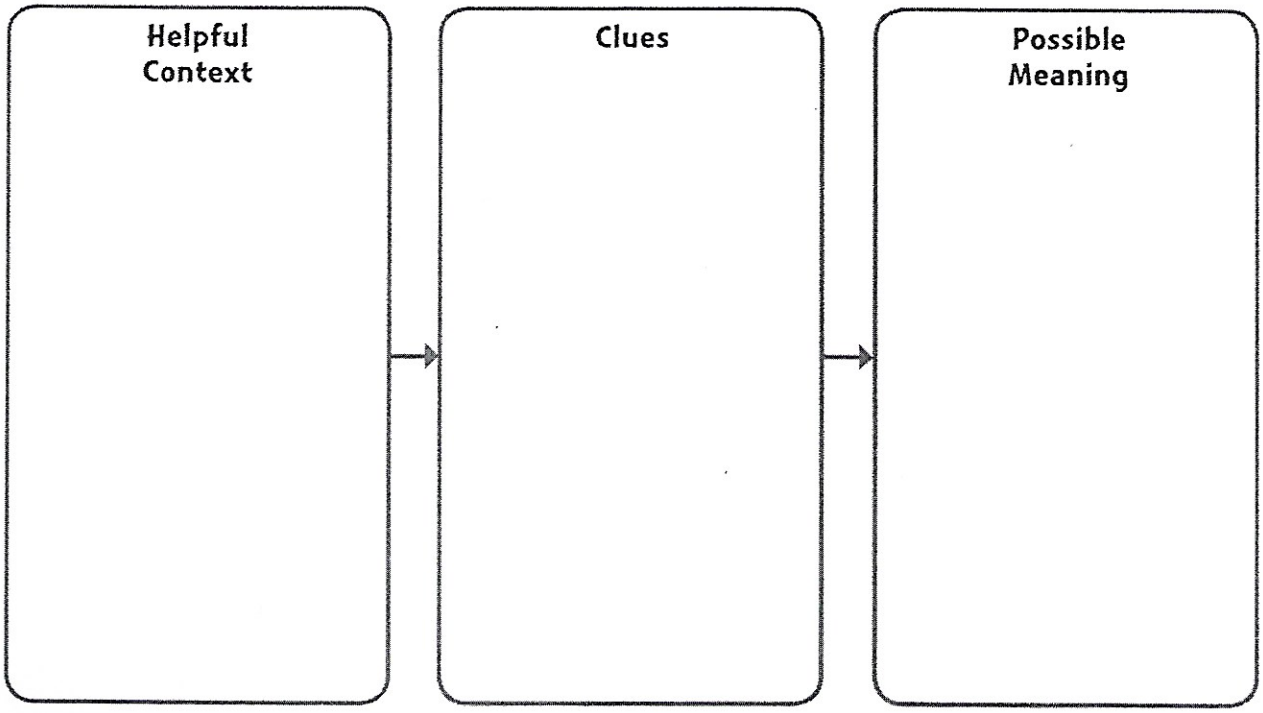
Think What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.



The meaning of the phrase: _____

_____

Talk Share your chart and meaning with a partner.

- Did you agree about the helpful context?
- Did you agree about the meaning of the phrase?

Academic Talk

Use these phases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

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Fire and Air

by Johanna Joyner

1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.

2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.

3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

An Experiment with Fire

4 Materials You Will Need

- **Most important:** A Teacher Helping You
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

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Explore **How did context clues help you figure out the meaning of unfamiliar words in the science text?**

A chart will help you identify the parts of the text that provide context clues.

Think

1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

***Combust* means:**

Helpful Context	Clues	Possible Meaning
1. "Starting a fire is a bit like following a recipe. . ."		

***Monitor* means:**

Helpful Context	Clues	Possible Meaning
1. "Pay attention to the candles. . ." 2. ". . . happens over time."	1. attention	

Talk

2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?

Write

3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

HINT Replace an unfamiliar word with its possible meaning to see if it makes sense.

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Read

Genre: Science Article

Over Bridge, Under Tunnel

by Lloyd Frank

1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.

2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.

3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.

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Think

Use what you learned from reading the science article to respond to the following questions.

Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

1 What is the meaning of obstacles as it is used in paragraph 1 of the text?

- **A** things made below or above ground
- **B** things that slow or stop movement
- **C** things that help people travel
- **D** things built through mountains or over water

2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

> A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

Talk

3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

> It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

Write

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.

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Over Bridge, Under Tunnel

3 Use the chart below to organize your ideas.

Helpful Context	→	Clues	→	Possible Meaning

Write Use the space below to write your answer to the question on page 207.

4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

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The BFG Novel Study
Chapters 16-18

1. In Chapter 17, Sophie observes that the BFG seems to "melt into the shadows." What do you think this means?

2. Describe the Queen's bedroom.

3. What surprises Sophie about the dream the BFG mixes for the Queen? Why does she decide to go through with the plan anyways?

4. At the end of Chapter 18, Sophie feels like crying. Why do you think she feels this way?

Frindle Novel Study
End of Book Test

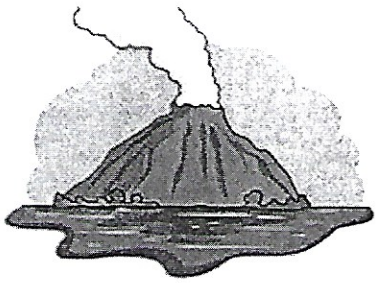
1. Describe the main character, Nick Allen.

2. In your opinion, what does this story teach us about words?

3. Did your opinion of Mrs. Granger change throughout the story? If so, how and why?

4. How does Nick's made-up word 'frindle' spread throughout the country and the world?

SCIENCE



Name: _____

Date: _____

Magic School Bus: Blows Its Top!

1. What does Ms. Frizzle shoot out of to start the day?

_____

2. What are the students trying to put together?

_____

3. Does the Earth change? _____

4. What does the bus transform into? _____

5. What are the black clouds in the sky? _____

_____

6. Where is the volcano that Ms. Frizzle takes them to?

_____

7. What happens when one of the Earth's plates slips?

_____

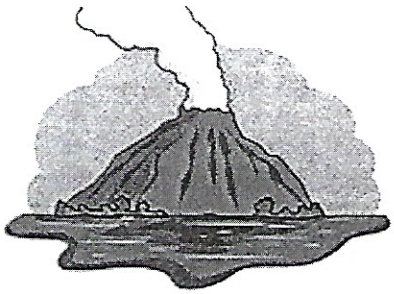
8. Why are the students complaining when the bus shrinks?

_____

9. What begins to melt? _____

10. What is melted rock called? _____

11. What are the students in? _____



Name: _____

Date: _____

Magic School Bus: Blows Its Top!

_____

12. Ms. Frizzle says "Welcome to the _____

_____ "

13. What is the magma chamber? _____

_____

14. What is going to happen when the molten lava shoots out of the air? _____

_____

15. What is squeezing the bus? _____

16. What gets shot out of a volcano when it erupts?_____

_____

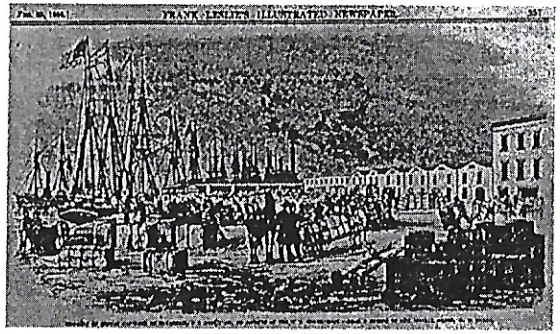
17. What is the underwater volcano making? _____

_____

18. Who lands on the Island first? _____

SOCIAL STUDIES

Cotton Production



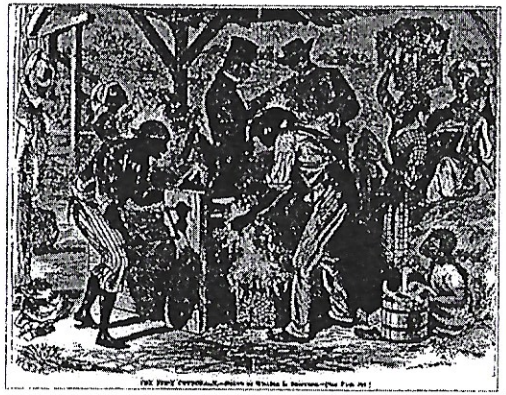
North America was gifted with resources that could be used to produce the goods and services that allowed the nation to survive and prosper. These resources are often classified into three groups: natural resources, human resources, and capital resources.

Every region of the United States has different types of resources, we can identify the different types of resources and these resources can be used to produce different goods. For instance, **natural resources (land)** refer to resources such as iron, water, trees, and fertile land. These resources come naturally from the Earth. Natural resources are often used to produce other goods.

Human resources (labor) describes the human work effort, both physical and mental, used in the production of a good or service.

Capital resources (capital) are the man-made physical resources (such as buildings, tools, machines, and equipment) used in production of goods and services.

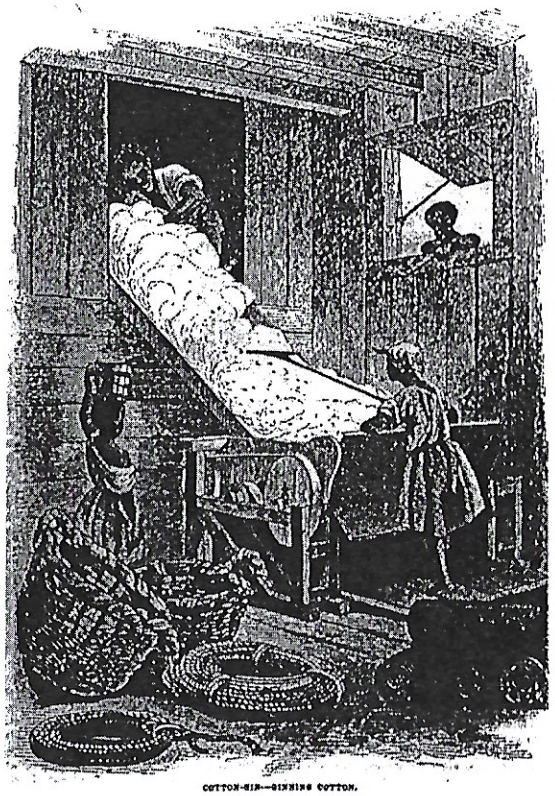
During the 19th century cotton production exploded in the United States. Cotton was primarily produced in the southern states. This cotton was then shipped to the Northern states or Europe where it was manufactured into cloth, clothing, and other goods. To be able to produce cotton, planters needed natural, human, and capital resources to be able to produce the large amounts of cotton that was demanded by the manufacturers in the Northern states.



These resources allowed the United States to produce so much cotton that it catapulted the United States onto center stage of the world economy, building one of the most successful agricultural industries the world has ever seen.

Source 1

Cotton Gin



In 1794, Eli Whitney designed and patented the cotton gin. The cotton gin was designed to clean the seeds out from cotton. Whitney's machine could clean 50 pounds of cotton a day.

Source 2

Empire of Cotton

No part of the country was growing in population and movement or people than what was then its southwestern frontier, because western Georgia, Alabama, Mississippi, and eastern Louisiana possessed some of the most fertile soil on the continent for growing cotton. As *The Economist*[1] put it in 1861, the United States had become so successful in the world's cotton markets because the planter's "soil is marvelously fertile and costs him nothing."

The mild climate and ample rain of the south allowed planters to own large plantations and to grow large amounts of cotton. Planters were able to transport much of their cotton along the rivers, creeks, and bayous that covered much of the area along the Mississippi River.

[1]**The Economist:** a newspaper or magazine about the economy.

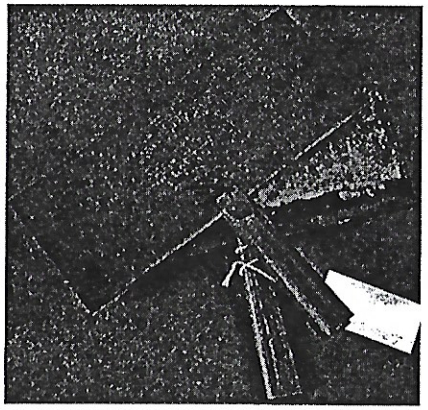
Source 3

Slaves in the Cotton Fields

This image shows African American slaves picking cotton on a cotton plantation

Source 4

Cotton Cards



At smaller farms where farmer could not afford cotton gins, cotton cards were utilized to process raw cotton. These cards were used to process small amounts of cotton for local use. Like the cotton gin, cotton cards were used to remove the seeds from the cotton. This process was much slower than the cotton gin and was completed manually by slaves or workers

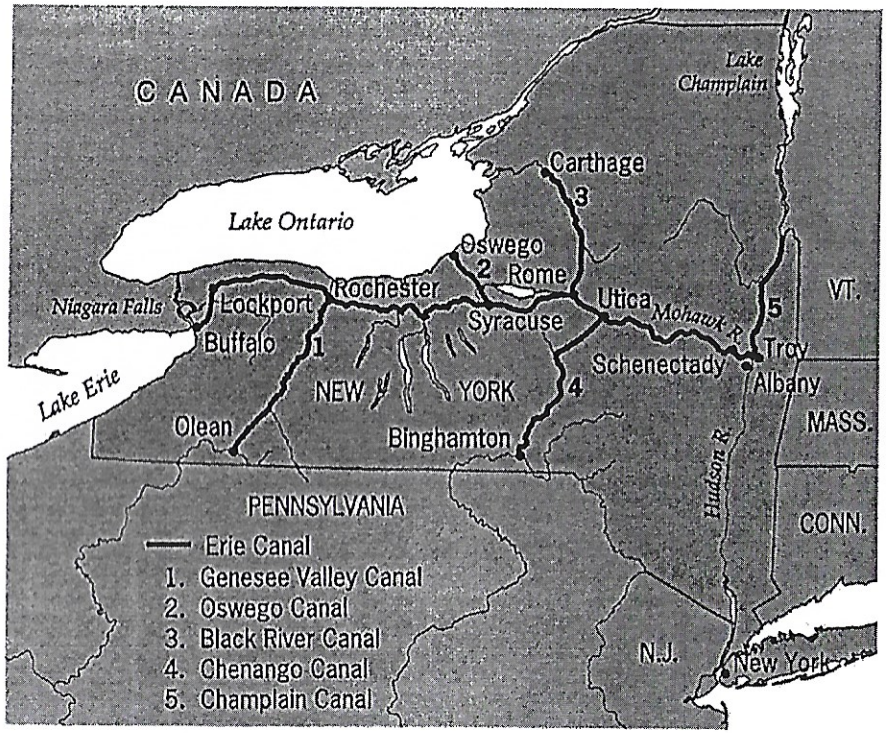
Cotton Production

Natural Resources	Human Resources	Capital Resources

Provide a definition for the different resources

Explain how different types of resources were used to produce cotton.

The Erie Canal



The Erie Canal is a man-made canal that connects the Great Lakes with the Atlantic Ocean via the Hudson River in upstate New York. The channel, which is 363 miles, crosses the state of New York from Albany to Buffalo on Lake Erie.

The construction of the Erie Canal, through mountainous terrain and dense rock of the Appalachian Mountains proved to be a challenging task. It took canal laborers—some Irish immigrants, but most U.S.-born men—eight years to finish the project. They cleared the land by hand and animal power and blasted through rock with gunpowder. The canal traversed[1] nearly 400 miles of fields, forests, and rocky cliffs, and contained 83 locks—structures used for raising and lowering boats between canal stretches with different water levels.

[1]**traversed:** navigated across

Source 1

New York

The construction of the Erie Canal gave New York City (via the Hudson River) direct water access to the Great Lakes and regions of the Midwest. As the gateway to these resource-rich lands, New York soon became the nation's economic epicenter[1]. New York also became the primary port of entry to the United States for European immigrants.

New York City's population quadrupled between 1820 and 1850. Financing of the Erie Canal's construction allowed the city to eclipse Philadelphia as the country's most important banking center. The canal gave access to new markets which drew farmers from across America to the canal corridor[2]. New York and its economy began to grow at a feverish[3] pace.

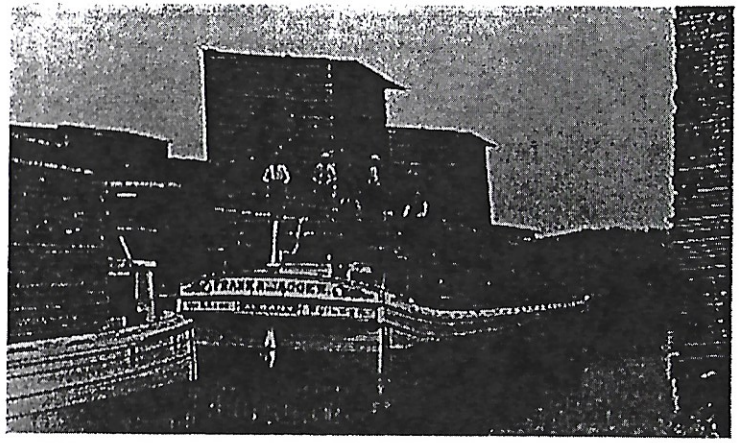
[1]**epicenter:** the central point of something

[2]**corridor:** land linking two areas that following a road or river.

[3]**feversih:** very fast

Source 2

Transportation



Frank A. Jagger Lumber Boat at Albany Lumber Yard.

The Erie Canal mainly transported lumber and farm goods such as flour, wheat, salt, fruits, and vegetables. Prior to the opening of the Erie Canal it cost less to ship goods all the way to England than it did to ship them 30 miles inland. Many fruits and vegetables would spoil on their trip from western New York to New York City.

With the completion of the canal, farmers were able to ship these goods at only a fraction of the cost and at a much faster pace. The cost of shipping goods was now one-tenth the price than in the past. This new shipping route allowed a lot more goods to be shipped to the city of New York, making it one of the world's largest ports.

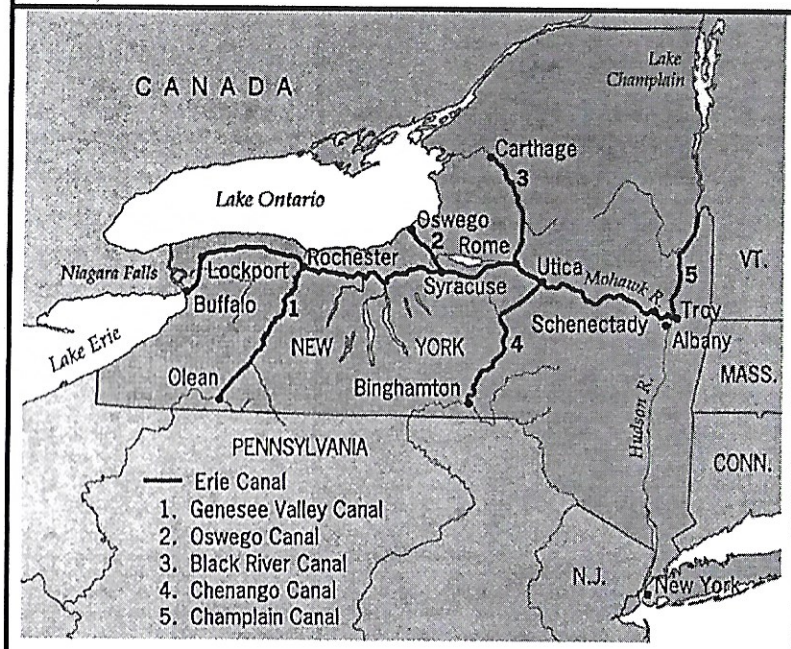
Source 3

Moving West

The Appalachian Mountains had kept many people from going west. The difficulty of travelling over and through the mountain range had made the west inaccessible to many settlers. The Erie Canal overcame the natural barrier of those mountains, by providing a direct water route to the Midwest. The canal triggered a large-scale migration of people to the sparsely[1] populated frontiers of western New York, Ohio, Indiana, Michigan and Illinois. Famers looking to create a fortune for themselves had a faster and easier route to get to these new fertile lands.

[1]**sparsely:** small numbers

Impact of the Erie Canal



What was the Erie Canal?

Impact of the Erie Canal

Source 1

Source 2

Source 3