

School is out, but learning continues!



GRADE 4

ACADEMIC ENRICHMENT

Clayton County Public Schools



Clayton County Public Schools

Department of Curriculum, Instruction, & Assessment

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DR. MORCEASE J. BEASLEY
Superintendent of Schools

DR. EBONY T. LEE
Director of Curriculum, Instruction, & Assessment

Dear Parents,

We want your child to be well prepared for the demands of the Georgia Milestones Assessment System (GMAS) which measures college and career readiness. The Department of Curriculum, Instruction, and Assessment is providing academic enrichment tasks for students to complete during the break to support and reinforce their learning. The assignments focus on writing because students are required to write in every subject area, and the Georgia Milestones requires students to respond in writing to several questions in English language arts and mathematics.

Assignments will be provided for students in grades 3-8 and high school tested courses in the areas of English language arts, mathematics, science, and social studies. Students are encouraged to read and complete the assignments during the break. Students can bring their finished work to school in order for teachers to review and support their areas of need.

Parents are encouraged to assist students with the completion of tasks as needed. Parents may consider having a scheduled day and/or time during the break for students to work on the assignments. Additionally, parents can engage students in conversations about their learning. An electronic version of the enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

Finally, you will find additional resources on the Clayton County Public Schools website, including the Georgia Milestones Assessment Study/Resource Guides for Students and Parents. This resource includes test-taking tips and sample questions for English language arts, mathematics, science, and social studies, which will provide students with additional practice. To support students in the primary grade levels, the District has developed a “100 Wonderful Words That Work” interactive workbook that can be used daily to develop students' vocabulary and career awareness. This workbook can be accessed at: <https://tinyurl.com/100-Wonderful>. We highly encourage you to use these resources to support your child's readiness.

We encourage you to visit www.gadoe.org website where you can find additional information on Georgia Milestones, including a helpful video that explains the purpose for the testing system.

Thank you for your attention to this matter, and best wishes for the success of our children!

Regards,

Dr. Ebony T. Lee
Director of Curriculum, Instruction, & Assessment

4th Grade English Language Arts

Standard: ELACC4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

In your own words, **write an opinion essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat?** Be sure to use information from both texts in your informational essay.

Before you begin planning and writing, you will read two texts and answer one question about what you have read. These are the titles of the texts you will read:

1. Nice is Neat, But Clutter is Cool? Too Much Stuff!
2. Clutter Brings Out Creative Side

As you read the texts, think about what details from the texts you might use in your informational essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Develop your ideas clearly and use your own words, except when quoting directly from the source texts. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Be sure to:

- Use information from the two texts so that your essay includes important details.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to create cohesion.
- Clarify the relationship among ideas and concepts.
- Use clear language and vocabulary to inform about the topic.
- Provide a conclusion that follows the information presented.
- Check your work for correct grammar, usage, capitalization, spelling, and punctuation.

Neat Is Nice, But Clutter Is Cool? Too Much Stuff!

Pictures from vacation, spelling tests, a plumber's business card, a postcard from a relative, a dentist appointment reminder. What do all these things have in common? You might find all of them on your refrigerator door. Your refrigerator door can tell you more about your family than you might think.

In 2012, scientists studied 32 families in Los Angeles. They found that most of these families had too much stuff. One easy way to tell if a family had too many things was to look at their refrigerator door. If there was a lot of clutter on the door, there was likely to be a lot of clutter in the house.

The scientists studied the families for four years. Here are a few more things they found out:

- Many families filled their garages with anything but a car. Furniture, boxes of clothes, toys, and appliances filled the space. Three out of four garages were too full to even hold cars.
- The families collected games and sports equipment but never played with them.
- One picture from the study showed a bookcase with 24 shelves. On each shelf were dolls and stuffed animals. Each shelf had between 5 and 12 items on it. There were almost 200 toys on that one bookshelf.

Jeanne E. Arnold, a professor who did the study, said, “What we have is a time capsule of America. No other study has been done like this. Imagine how exciting it would be if we could go back to 1912 and see how people were living in their homes. That’s the core of any society.”

People collect things for a number of reasons. Maybe they will use them later. The things might be meaningful to them. They may have cost a lot of money to buy. But really, if you have not used something in the past year, you probably will not. It is just more clutter.

Clutter Brings Out Creative Side

Many people like a little mess. Some people say they think better in a mess. Some even claim they find things better in a mess. If you are one of those people, there is good news for you. Your mess may help your creative side.

Scientists around the world wanted to find out if people who were neater were better at things than people who had a lot of clutter. What they found out surprised them.

They found out that tidy places cause people to stick to what they know. That was not such a surprise. But they also discovered that messy spaces cause creative thinking.

In the studies people were given tasks in a room where things were neat and orderly. Others were given tasks in a room where papers and books were on the floor.

In a study in Denmark, college students filled out paperwork in each room. When they were done, they were asked to give money to a good cause. Most of the students from the neat room said yes. But, more than half of the students in the messy room said no.

When the students left the rooms they were offered either an apple or a piece of chocolate. The students leaving the neat room picked the apple three times more often than the students leaving the messy room.

In a second study, U.S. college students were told to invent new uses for ping-pong balls. Students in each room came up with about the same amount of ideas. However, this time, the students in the messy room came up with more creative ideas than the ones in the neat room.

In the final study, 188 American adults were placed into either a messy room, or a tidy room. Then they were given a choice between a smoothie that had “classic” ingredients or one that had “new” ingredients. Participants from the neat room picked the “classic” smoothie more often than people from a cluttered room.

In each study, scientists found that what we have around us matters. When things are neat and clean we behave one way. When things are cluttered and messy we seem to behave another.

Dealing with Clutter

www.clutterfree.org (A website to help people who want to get rid of clutter)

Does this sound like you?

- I can never find anything after I put it away.
- My bedroom, closet, and backpack are full of junk.
- I want to be more organized.

If you said “yes” to any of these, then this site is for you!

Cleaning up can be hard to do. It’s even harder when you are cleaning up things that you don’t want or need anymore. It can be hard to decide what you want, what you need, and what you can let go.

Get started!

You will need 3 containers. They can be bags, boxes, or even a laundry basket! Label the boxes: one “keep,” one “give away,” and one “toss.” You might need a fourth box: “?” for things that you can’t decide what to do with.

Keep: In here go items that you use all the time. Keep things that you need every day. Keep things that you have used in the past year.

Give away: In here, place items that can be given to someone else. Maybe to a younger brother or sister, or a friend. Maybe even to someone who has less than you do. There are many places that take items that are good but are not wanted by you anymore. They take these things and give them to others who need them.

Toss: In here, put things that need to be thrown away. Things that are broken or not fixable. Old papers, broken toys, etc.

What if I can’t decide?

That is what the “?” box is for. You can put things that you just aren’t sure you need, but you want to keep. There are things that we find hard to part with and that’s okay.

There are some questions you can ask yourself about items:

- Do I love this item?
- Have I got another one that is better?
- Does this item make me smile?

The “?” box should be closed up when you finish. Put a future date on it, like six months from now. If that date comes, and you have not opened the box, you should give it away. Why? Because you really didn’t need anything in there.

Standards:

MCC4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

MCC4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

1. The table shows the numbers of cows in Rhode Island during two years.

Rhode Island Cows

Year	2011	2012
Number of Cows	4,900	4,500

Alaska had more cows in 2012 than Rhode Island had in 2011 and 2012 combined. What could be the number of cows Alaska had in 2012? Show your work or explain your answer.

2. Jamie wants to divide 13 books evenly into 5 piles. Each pile needs to have the same number of books. How many books will Jamie have left over?

Draw a diagram to show the piles of books. Then explain your answer.

4th Grade Science

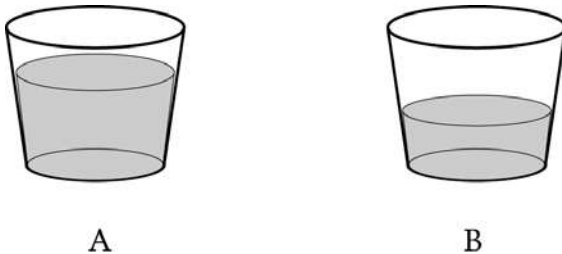
Standard

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

- a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.
- b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.
- d. Explain the water cycle (evaporation, condensation, and precipitation).

A student poured the same amount of water into two identical cups. He put one cup in a refrigerator and left one cup out in a warm room. Neither cup was touched.

The diagram below shows how much water was left in the cups two days later.



Which cup was in the refrigerator? Fill in only one oval.

- A. ☒ Cup A
B. ☐ Cup B

Explain your answer.

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4th Grade Social Studies

Standard

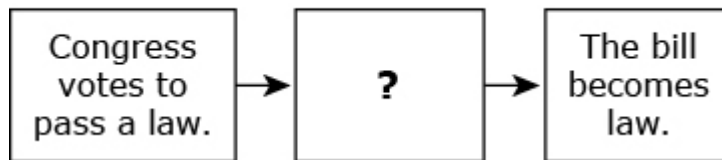
SS4CG3 The student will describe the functions of government.

a. Explain the process for making and enforcing laws.

Use the diagram to respond to the writing prompts below. Be sure to:

- **complete ALL parts of the task.**
- **use details from the diagram AND your knowledge of social studies to support your answer.**
- **answer with complete sentences, and use correct punctuation and grammar.**

How a Bill Becomes a Law



Part A

What information goes in the middle box to complete the diagram?

Part B

If the last box in the diagram stated, "The bill does NOT become law," how would your answer to Part A change?

Part C

How can citizens become involved in the law-making process?