4th Grade Instructional Packet
Week 5 (April 27-May 1, 2020)

ELA

- 4th grade Week 5 ELA Contents
- Lesson 7- Seashells passage and questions (pgs. 22-26)
- ~~Lesson 8- Unfamiliar Words (pg. 27))~~ omit
- Lesson 9- Tools for Instruction: Using context clues and a dictionary/glossary (pgs. 28-30)

Social Studies

- Active Citizenship (pgs. 288-289)
- The American Flag (pgs.16-17)

Math

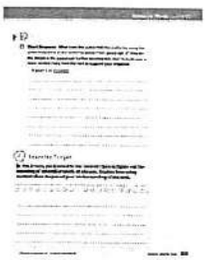
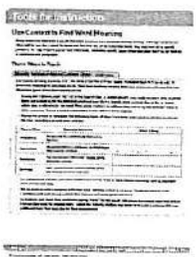
- Lesson 1- Multiply a 3-digit number by a one-digit number (pg. 15)
- Lesson 2- Multiply a 4-digit number by a one-digit number (pgs. 16)
  Use anchor charts/references R, S and T to assist
- Lesson 3-Multiply by 2-digit numbers using models
- Use anchor charts/references R, S, T, and U to assist

Science

- Lesson 1-"Rocks and Minerals" (pgs. 25-27)
  Read and complete the questions.
- Lesson 2- Solar System (pgs. 35-37)
  Read and complete the questions.

4th grade Week 5

Grade 4 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
7	Grade 4, Ready Reading Lesson 13, Part 6 	• Complete Independent Practice: "Seashells."	**22–26**
8	Grade 4, Ready Reading Lesson 13, Part 7 	• Reread the "Seashells." • Do the Writing activity.	**22–24, 27**
9	Tools for Instruction Use Context to Find Word Meaning 	**Parent/Guardian:** Read the instructions and guide the child through the exercise. When the activity requires a text, choose one of the texts the students read in previous lessons.	**28–29**

Gr. 4 Lesson 7 Week 5

Read

Genre: Science Text

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.

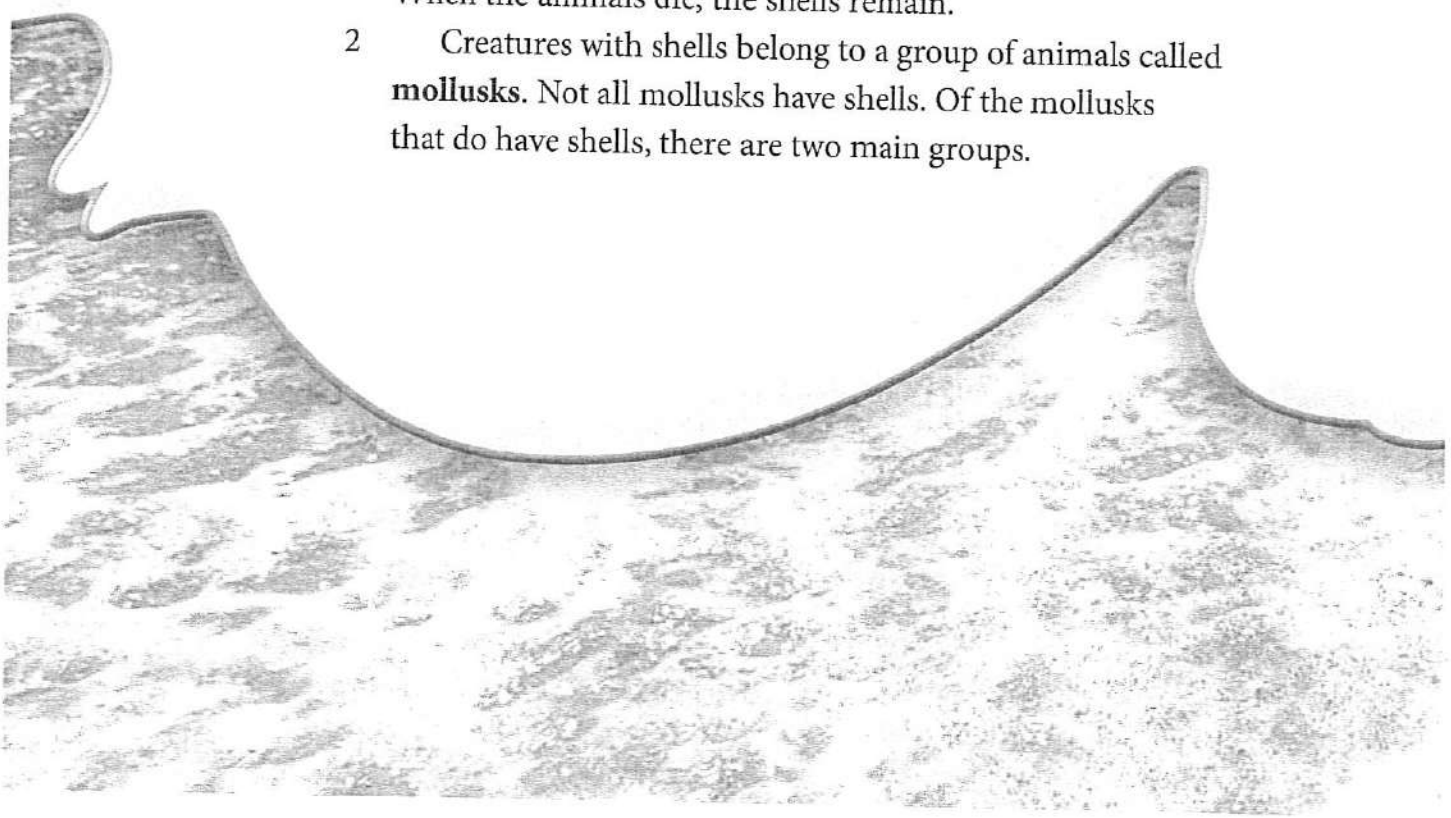
- **series**
- **hinged**
- **foreign**

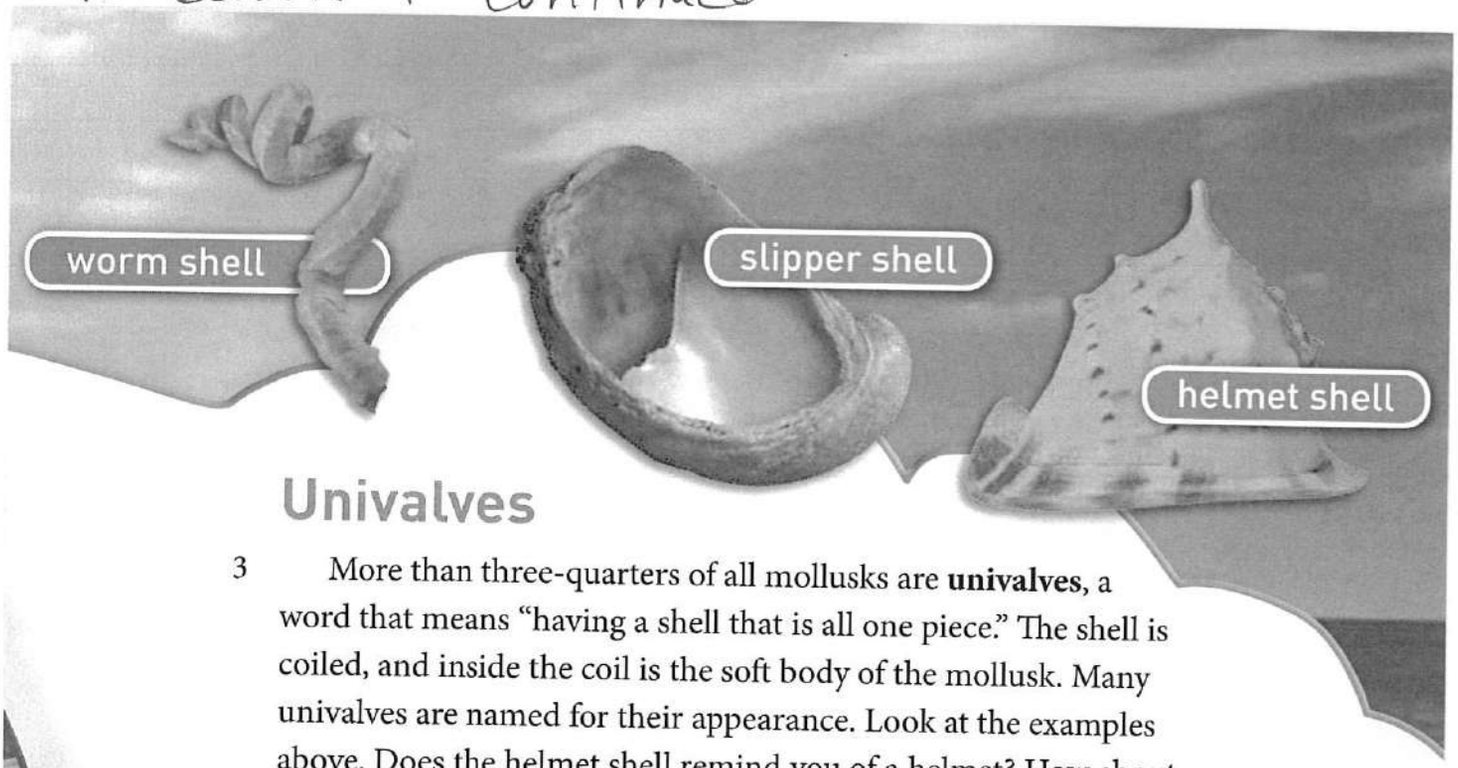
Seashells

by Bela Moté

1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.

2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.

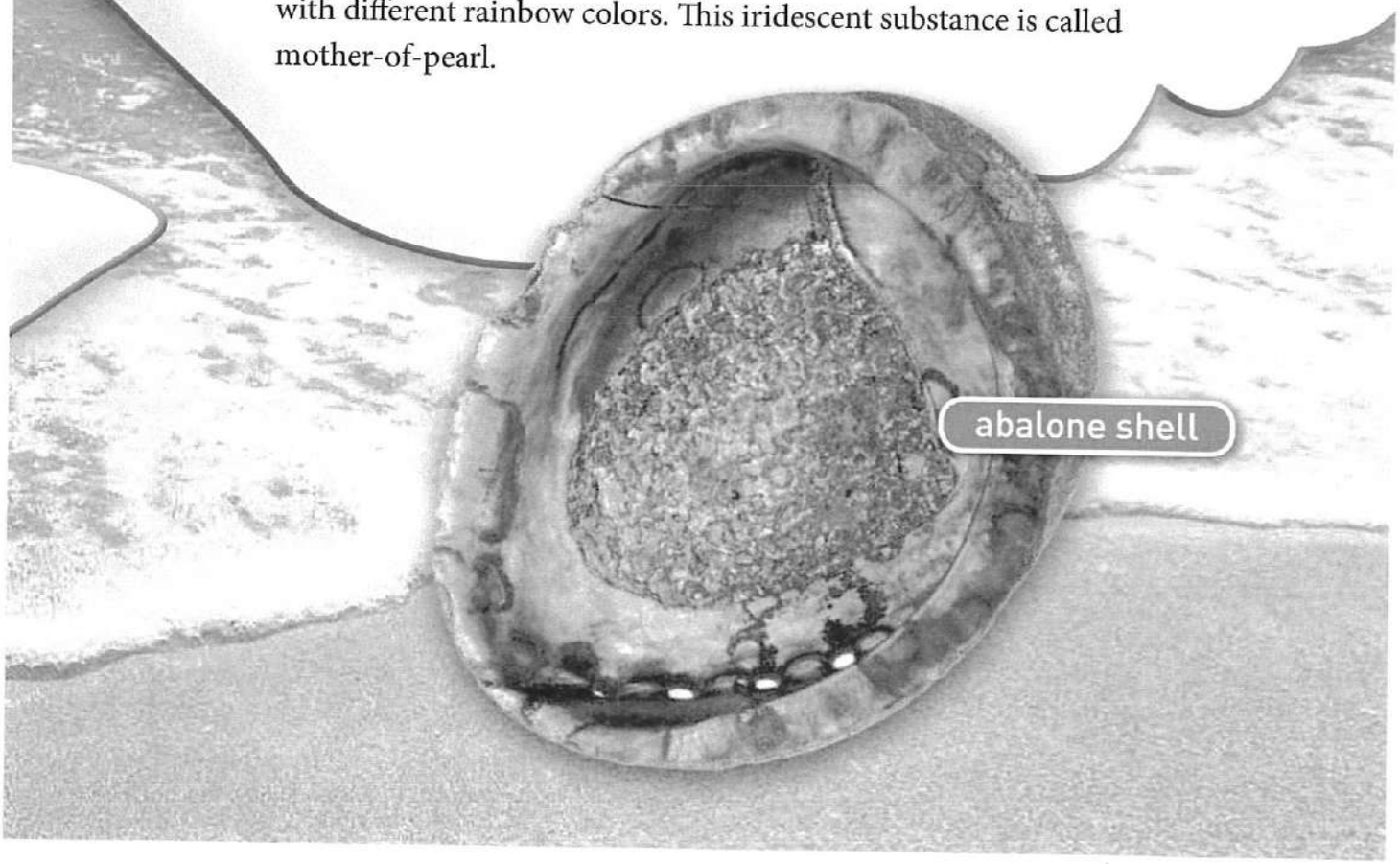




Univalves

3 More than three-quarters of all mollusks are **univalves**, a word that means "having a shell that is all one piece." The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?

4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.



Gr 4. Lesson 7 continued.

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

1 Read the sentence from paragraph 1 in the passage.

> Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- **A** Predators can harm some animals.
- **B** Predators need to find shelter from storms.
- **C** An animal's shell helps protect it.
- **D** All predators have skeletons.
- **E** When the animal dies, the shell remains.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- **A** not letting light through
- **B** easy to notice or understand
- **C** shining with many varying colors
- **D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- **A** "next largest group of mollusks"
- **B** "have small holes in their shells"
- **C** "the inside of an abalone shell"
- **D** "gleams with different rainbow colors"

Gr. 4 Lesson 8 Week 5

Use the passage, "Seashells" to complete.

Write

5 **Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an <u>accident</u>.

Omit Lesson 8

Learning Target

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Gr. 4 Lesson 4 Week 5 S.S.W

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is, or, and other,* and *but.*

Type of Clue	Example Sentence	What It Does
Definition	An *asteroid* is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a *carnivore*, or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other *vehicles*.	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and *arid*.	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper, meal, author,* and *study.*
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

Lesson 9 continued

Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The fan cheered for her team.	There was only a fan to keep us cool.
fry	The fry swim downstream right after hatching.	My dad will fry potatoes for dinner.
lap	I held the plate in my lap.	We ran one lap around the track.
strike	Watch the hammer strike the nail.	That pitch looks like a strike.

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

Lesson 18

Using a Dictionary or Glossary

Introduction

There are many places you can look to find information about words. A dictionary and a glossary are two kinds of references you can use.

- A **dictionary** lists words in alphabetical order. Each entry has an entry word, the pronunciation, the part of speech, and the meanings of the word.

break (brāk) *v.* **1.** to smash **2.** to disobey **3.** to do better than: *Ina broke the record for the high jump.* *n.* **4.** time off **5.** luck **break into** **1.** to disturb **2.** to start to do suddenly **3.** to start a new job: *He broke into acting.*

The pronunciation uses special symbols to show how to say the word.

The part of speech is abbreviated. Here it is *v.* for verb.

When there is more than one meaning, each definition is numbered.

Sometimes a sample sentence helps make the meaning of a word or phrase clearer.

- A **glossary** is a kind of dictionary often found at the back of a book. It lists important words from the book in alphabetical order. It gives the meaning of each word as it is used in that book.

carry (kăr′ē) **1.** to move **2.** to hold **carry on** **1.** to continue **2.** to act excitedly

Guided Practice

Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.

HINT To find the right meaning of a word or phrase, read all the definitions first. Decide which meaning makes the most sense in the sentence.

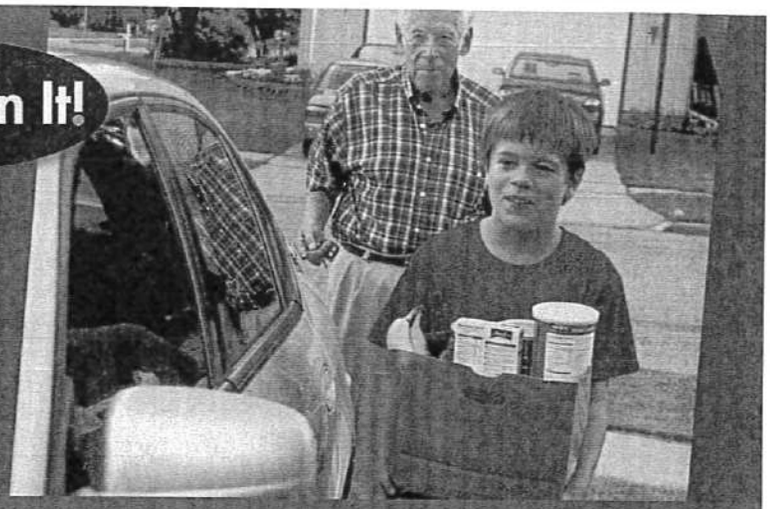
Hank Aaron broke into major league baseball in the 1950s. A big break came for him in 1954 when he replaced an injured player. Aaron's talent helped him break Babe Ruth's record of 714 home runs. When Aaron hit his 715th home run, his fans broke into cheers. Aaron carried on hitting home runs until he retired in 1976.

Social Studies Week 5
Gr. 4 Lesson 1

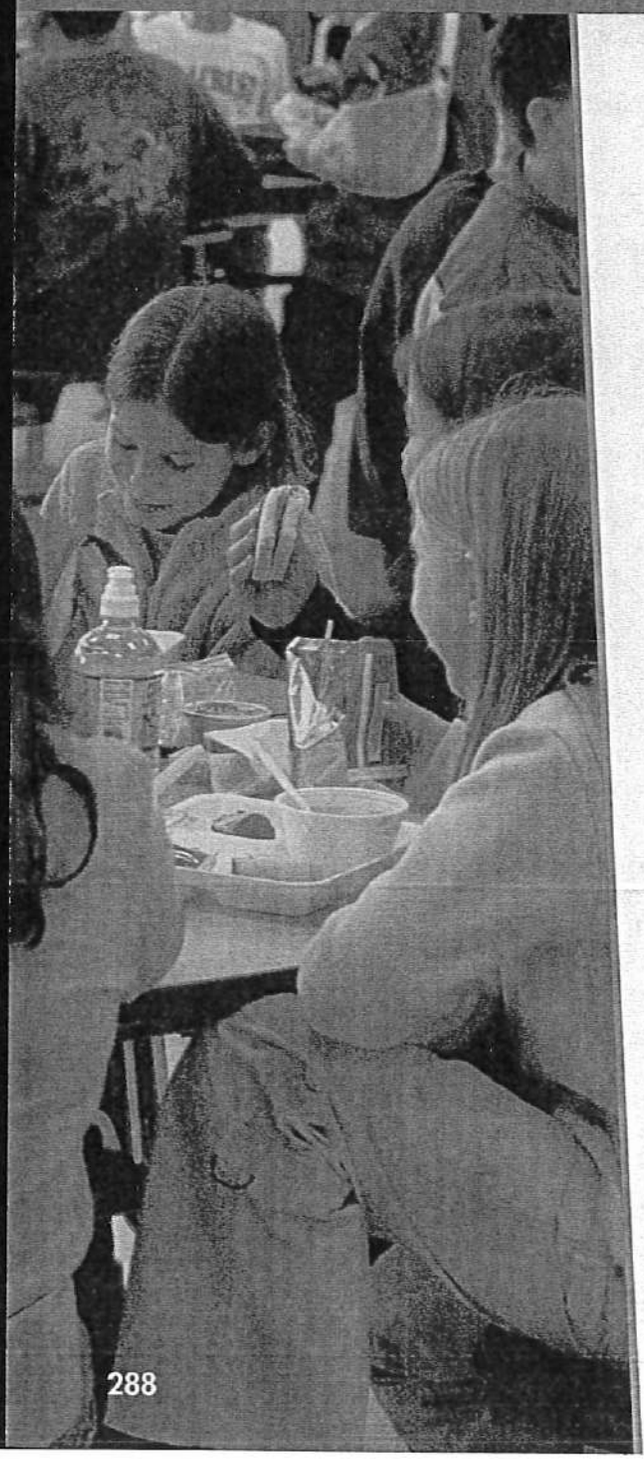
Lesson 3

Active Citizenship

Envision It!



Students can improve their community by helping people who live there. This boy is helping a senior citizen.



What would you do if you saw someone being teased or pushed around in the school lunchroom? This is called bullying, and you could help stop it. You could walk away to show the bully that you do not like how he or she is mistreating others. You could tell the bully that he or she should stop. Most importantly, you should be sure to tell an adult about it.

When you help stop bullying in the lunchroom, you help make your school a better place. By helping people, you are being a good citizen. Good citizens help their communities.

A Citizen's Role

You have already learned that citizens have rights. These rights include freedom of speech, freedom of religion, and the right to a fair trial. But did you know that citizens also have duties and responsibilities?

A **duty** is something that you must do. Obeying the law is a duty. For example, citizens need to obey laws. Young citizens have a duty to go to school. All citizens have a duty to respect the rights of others.

A **responsibility** is something you should do. Helping to solve problems in your community is a responsibility.

FL **SS.4.C.2.1** Discuss public issues in Florida that impact the daily lives of its citizens.
SS.4.C.2.2 Identify ways citizens work together to influence government and solve problems.

Lesson 1 continued

UNLOCK THE BIG QUESTION

I will know how citizens can work together to improve their community and affect how their government is run.

Vocabulary

duty
responsibility
public service
petition
volunteer

What could you do to help someone in your community? Write your idea.

What are some other responsibilities of citizens? Voting is both a right and a responsibility of adult citizens. Volunteering is another responsibility. Rights, duties, and responsibilities go together. As you will see, they are important parts of being a good citizen.

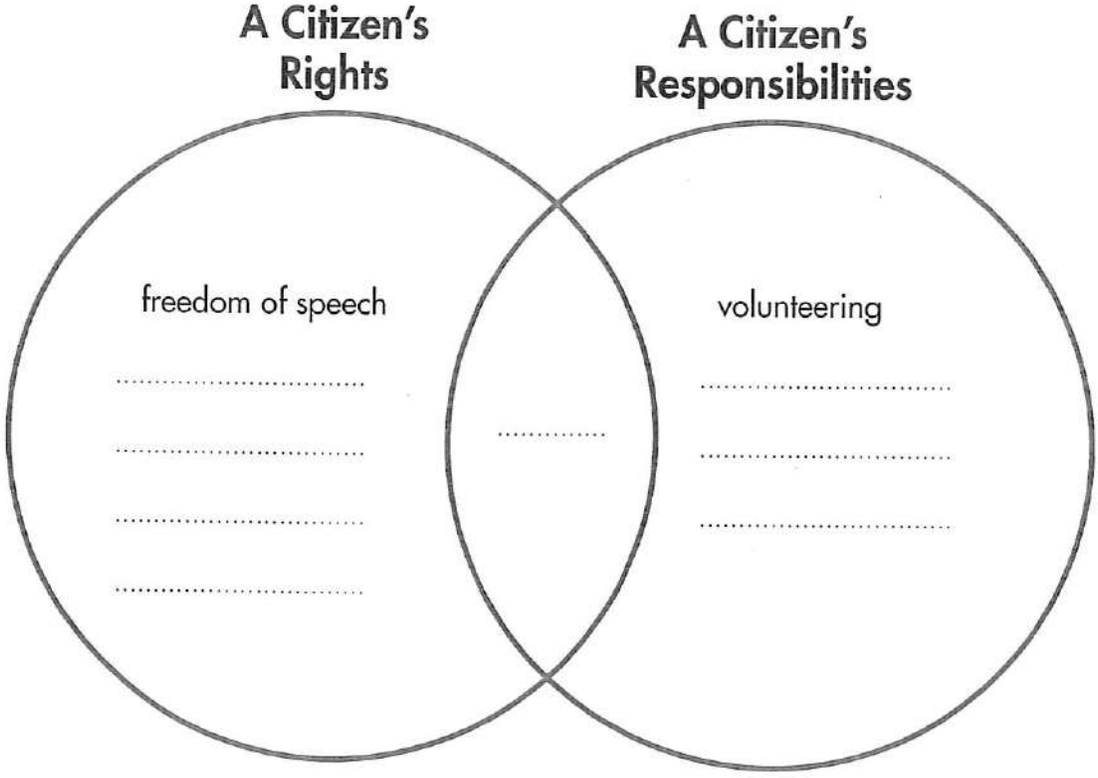
1. **Compare and Contrast Write** some of the missing rights and responsibilities of Florida's citizens.

FL Next Generation Sunshine State Standards

SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.



Gr. 4 Social Studies Lesson 2 Week 5

The American Flag

The American flag is an important symbol of our country. We treat it with care and respect. There are rules and laws about how to handle and display the flag that everyone should learn. Read the list of rules and laws and complete the activity that follows.

Flag Rules and Regulations

Do

1. Display the flag upright and let it fly freely.
2. Display the flag near public buildings, such as schools, every day.
3. Display the flag on important American holidays such as Independence Day and Veterans Day.
4. When carrying the flag in a parade with other flags, the American flag should be on the marchers' right.
5. When facing the flag, stand at attention with your right hand over your heart.

Do Not

1. Do not let the flag touch anything below it.
2. Do not display the flag at night unless it is lit up.
3. Do not use the flag as a decoration or a table covering.
4. Do not display another flag higher than the American flag.

Study the photographs. Choose one photograph and explain why the flag in it is being displayed correctly.

.....

.....

.....

Good Citizenship

People show they are good citizens by the way they act. Read about the qualities of good citizenship. Then do the activity below.

Responsibility means being trustworthy. It means doing what you say you will do. When you are trustworthy, people can count on you.

Respect means being considerate of others' feelings and beliefs. It means not hurting others or their property.

Fairness means playing by the rules. It means taking turns and giving others their fair share.

Patriotism means love of country. It means working for the good of your country.

Courage means bravery. It takes courage to do what is right and stand up for what you believe.

Tolerance means accepting that others have different beliefs and opinions. It means respecting differences.

Think about the qualities of good citizenship. Then choose one and **write** about why you think it is important and how you can show that quality in your life.
Share what you have written with a classmate.

Responsibility

Respect

Fairness

Patriotism

Courage

Tolerance

Gr. 4 Math
Lesson 1 Week 5

Multiplying a Three-Digit Number by a One-Digit Number

Name: _____

Find the product.

1 $500 \times 4 =$ _____ $501 \times 4 =$ _____ $506 \times 4 =$ _____

2 $300 \times 2 =$ _____ $299 \times 2 =$ _____ $298 \times 2 =$ _____

3 $400 \times 3 =$ _____ $405 \times 3 =$ _____ $410 \times 3 =$ _____

4 $499 \times 6 =$ _____ 5 $706 \times 3 =$ _____ 6 $195 \times 5 =$ _____

7 What pattern do you notice in problem 2? How could it help you solve a problem such as 297×2?

8 Choose problem 4, 5, or 6. Explain how you could check your answer.

Gr. 4 Math Lesson 2 Week 5

Multiplying a Four-Digit Number by a One-Digit Number

Name: _____

Estimate. Circle all the problems that will have products between 18,000 and 32,000. Then find the exact products of only the problems you circled. Show your work.

Area Model →

1. 8,491 × 2 = _____
2. 6,148 × 4 = _____
3. 7,062 × 5 = _____

Lattice →

4. 4,362 × 5 = _____
5. 1,789 × 8 = _____
6. 2,206 × 9 = _____

Partial Products →

7. 7,218 × 4 = _____
8. 9,821 × 3 = _____
9. 4,762 × 6 = _____

Up to You →

10. 6,739 × 6 = _____
11. 7,964 × 4 = _____
12. 3,618 × 7 = _____

13. ~~What strategies did you use to solve the problems? Explain.~~

Lessons 2&3, chart R

Area Model

×	40	2
30	1200	60
5	200	10

1200
60
200
+ 10
1,470

Traditional (Standard Algorithm)

$$\begin{array}{r} {}^{+1}42 \\ \times\ 35 \\ \hline 210 \\ +126\ \text{☺} \\ \hline 1{,}470 \end{array}$$

← answer ☺

42 × 35 = ?

Breaking Apart (Partial Products)

42 × 35 = ?

40 2 30 5

40 × 30 = 1200
40 × 5 = 200
2 × 30 = 60
2 × 5 = + 10
1,470

Lattice

4	2	×
1 / 2	0 / 6	3
3	1	5
0	0	

1 4 7 0

1,470

R

Lesson 2&3, Charts S and T

Partial Products		Area Model
324 x 6 24 120 1,800 1,944	300 + 20 + 4 6 x 4 6 x 20 6 x 300	x 300 20 4 6 | 1,800 | 120 | 24 1,800 + 120+ 24 = 1,944

Chart S

Standard Algorithm		Partial Product Algorithm
358 x 5 24 1790	24 358 x 5 1790	358 x 5 40 ← 8 one x 5 ones 250 ← 5 ten x 5 tens +1500 ← 3 hundreds x 5 hundreds 1790

Chart T

S & T

Gr. 4 Math
Lesson 3 Week 5

Multiplying by Two-Digit Numbers

Name: _____

Estimate each multiplication problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Multiplication Problems	Student Answers
Area Model → 14 × 17	~~2,380~~ 238 Estimate: 14 × 20 = 280
Partial Products → 15 × 19	285
Lattice → 21 × 18	3,078
Standard Algorithm → 16 × 13	28

Gr.4 Math
Lesson 3 continued

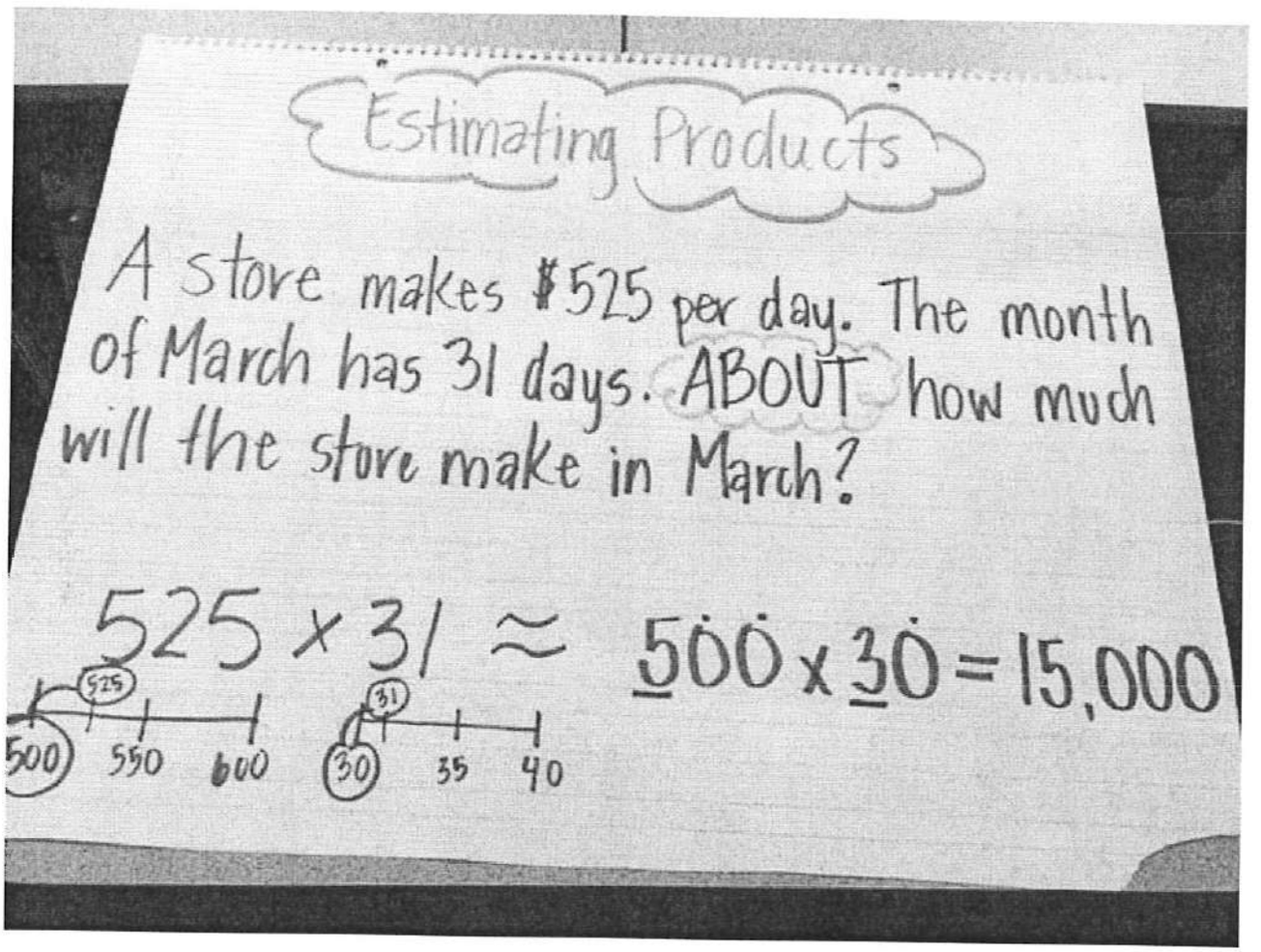
Multiplying by Two-Digit Numbers *continued*

Name: _____

Multiplication Problems	Student Answers
Standard Algorithm → 13 × 31	*403*
Partial Products → 18 × 17	*3,056*
Area Model → 21 × 15	*3,015*
Lattice → 12 × 22	*2,604*

1 How does estimating a multiplication problem help you know if an answer is reasonable?

Lesson 3 Chart 4



4

NAME: _____

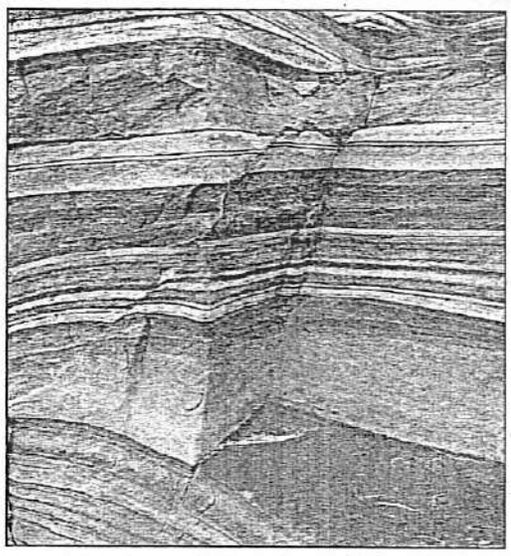
Science Lesson 1 Gr. 4 Week 5

Reading Passage

Rocks and Minerals

Rocks and minerals are both hard. A **rock** has different kinds of things in it. A **mineral** is made of just one thing.

On Monday, Sue wore a red shirt, blue pants, and white socks. That night she put all her clothes in a basket. Each day of the week, Sue wore different clothes. At the end of the day, she put them in the basket. By the end of the week, the basket had a history of what Sue wore that week. Looking at the **layers** of clothes, she can tell what she wore on each day. The layers don't move around. The red shirt stays on the bottom under what she wore on Tuesday.



You can see all the layers in this rock. The bottom layers are the oldest.

People who look at rocks use the same rule of layers. It is a simple rule: The bottom layers are the oldest. The picture shows some rock layers. This is how rock layers form:

1. Water and wind wear away rock and dirt and move it to a new place.

2. The new place will be a lower place. It might be the bottom of a valley or the bottom of an ocean.

3. A long time passes. A new layer of rock and dirt covers the first layer.

4. As time goes by, more and more layers are added. The top layers push down hard on the bottom layers.

5. When they push hard enough, the bottom layers turn to rock.

How can you tell which layers of rock are oldest?

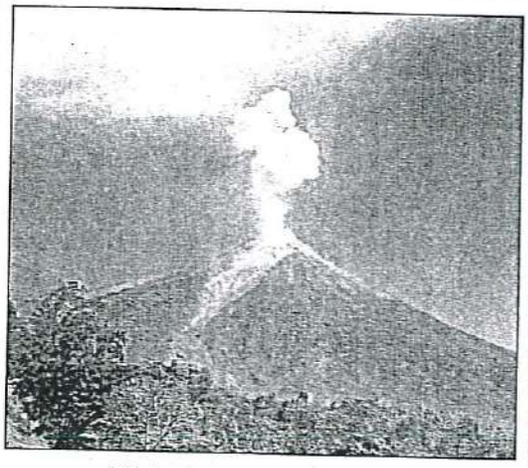
_____

_____

Rocks and Minerals

A layer will tell you what the Earth was like when the layer was first formed. If a layer is **limestone**, that layer formed at the bottom of an ocean. This rock is white because it is made up of bones and seashells. What if the layer above is **sandstone**? Sandstone is made out of sand. This could mean that the ocean dried up and turned into a desert. Sometimes a layer is coal. Coal forms from dead plants. The plant layer got buried under many other layers. The layers pushing down on the plants turned them into coal. Sometimes plants and the bones of dead animals turn to stone. These stones are called **fossils**. Fossils tell us what the plants and animals looked like. The layer they are in tells us when they lived.

As layers go deeper, they are pushed on with more and more force. When this happens, the rocks change into new kinds of rock made of different minerals. Rocks way down in the Earth can get hot enough to melt. Melted rock is called **magma**. Sometimes magma comes up through the Earth. Magma that comes out of the ground is called **lava**. It usually comes out of the top of a **volcano**. Lava cools when it comes out of a volcano, and turns back into rock. This new rock eventually starts to form a layer. We are right back where we started!



This is a volcano.

This is called the **rock cycle**. It goes like this:

1. Rocks wear away and make a layer.
2. More layers pile on top.
3. The force turns layers into rock.
4. It gets heavier and hotter with more layers.
5. Heat and force make a new kind of rock.
6. The rock melts when it gets hot enough.
7. Melted rock comes out of a volcano.
8. The melted rock cools and the cycle starts again.

NAME: _____

Science Lesson 1 continued.

After You Read

Rocks and Minerals

1. Put a check mark (✓) next to the answer that is the most right.

a) Which could be a rock layer?

- ○ **A** water
- ○ **B** dirt
- ○ **C** mud
- ○ **D** limestone

b) Which rock layers are the oldest?

- ○ **A** The bottom ones.
- ○ **B** The ones with coal.
- ○ **C** The ones with fossils.
- ○ **D** The ones made of limestone.

2. With a straight line, match the words on the left with their meanings on the right.

1	magma	all the changes that happen to rocks	A
2	rock cycle	a rock layer that was once a desert	B
3	sandstone	plants turned to stone	C
4	mineral	melted rock	D
5	fossil	something that is made of one kind of thing	E

NAME: _____

Science Lesson 2 Gr. 4 week 5

Reading Passage

Solar System

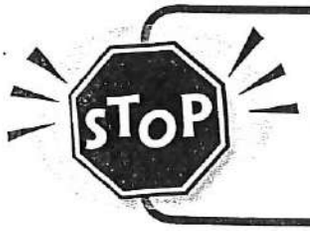
You can only see the Sun in the daytime. You can only see the stars at night. You can usually see the Moon at night. Sometimes you can see the Moon in the daytime. The Sun, Moon and stars look like they are all about the same distance from us. They are not. It looks like the Moon and Sun are about the same size. They are not. The Sun is much bigger than the Moon. It is also much farther away from us than the Moon. That is why the Sun and Moon seem to be the same size.

The **stars** are really other suns like our own. They look like tiny specks of light because they are so far away. We can't see stars in the daytime because they are not bright enough. Even though we can't see them they are up there all day long.

The **Moon** does not make its own light. We can see it because sunlight bounces off of it. We don't see the Sun at night because it is on the other side of the Earth. It looks like the Sun moves around behind the Earth. This is not true. It is Earth that is moving. Earth spins around once a day.

When the Sun is shining, we see shadows. The shadows point away from the Sun. During the day, the length of shadows changes. This is because the Sun moves across the sky. In the early and late parts of the day, shadows are long. In the middle of the day, shadows are short. Shadows help tell time. One way is with a sundial. On a sundial, the shadow points to the time of day.

This is a sundial. The shadow says it is 4 o'clock.



You are watching a sunset. Where is your shadow?

_____

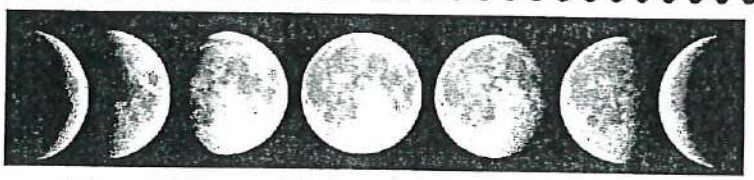
_____

Reading Passage NAME: _____

Solar System

The Earth moves in two ways. It spins around to give night and day. It also moves all the way around the Sun. One year is the time it takes for the Earth to make one trip around the Sun. This trip takes about 365 days. A day is one spin, so it takes the Earth 365 spins to go around the Sun.

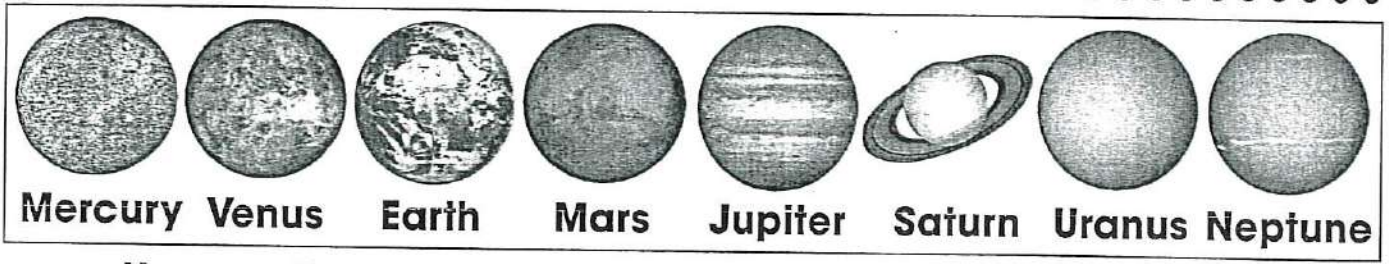
We also see the Moon rise and set. Again, this is because the Earth is spinning. The Moon does move around the Earth in a circle. It moves very slowly. It takes the Moon about 28 days to make a trip around Earth. This slow movement is why the Moon comes up at a different time each night. The Moon also seems to have a different shape each night. The Moon is actually always round. The shape we see is the part that the Sun is shining on.



The different 'shapes' of the Moon.

You now know that Earth is tipped to one side. This is what makes seasons. The tipping also makes it look like the stars change their places in the sky. They seem to change place because sometimes Earth is tipped one way and sometimes it is tipped the other way.

A few of the stars we see at night are not suns. They are what are called **planets**. Planets circle the Sun, just as Earth does. Earth is the third planet from the Sun. There are seven other planets. We can see five of them with just our eyes. Some planets are closer to us than the Sun, and some are farther away. They are all farther away than the Moon. The Sun and everything that circles around it make up the **solar system**.



Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune

Here are the planets in the Solar System. They are not to scale.

NAME: _____

Science Lesson 2
After You Read

Solar System

1. Put a check mark (✓) next to the answer that is the most right.

a) How many days does it take the Moon to move around the Earth?

- ○ **A** 1
- ○ **B** 4
- ○ **C** 28
- ○ **D** 365

b) Which is closest to Earth?

- ○ **A** the Sun
- ○ **B** the stars
- ○ **C** the Moon
- ○ **D** the planets

c) How many planets are there?

- ○ **A** three
- ○ **B** five
- ○ **C** seven
- ○ **D** eight

2. Circle T if the sentence is True or F if it is False.

T	**F**	**a)**	Sundials are used to tell time.
T	**F**	**b)**	Shadows are short at sunrise.
T	**F**	**c)**	The Moon is a planet.
T	**F**	**d)**	There are two planets between Earth and the Sun.
T	**F**	**e)**	The moon gives off its own light.