

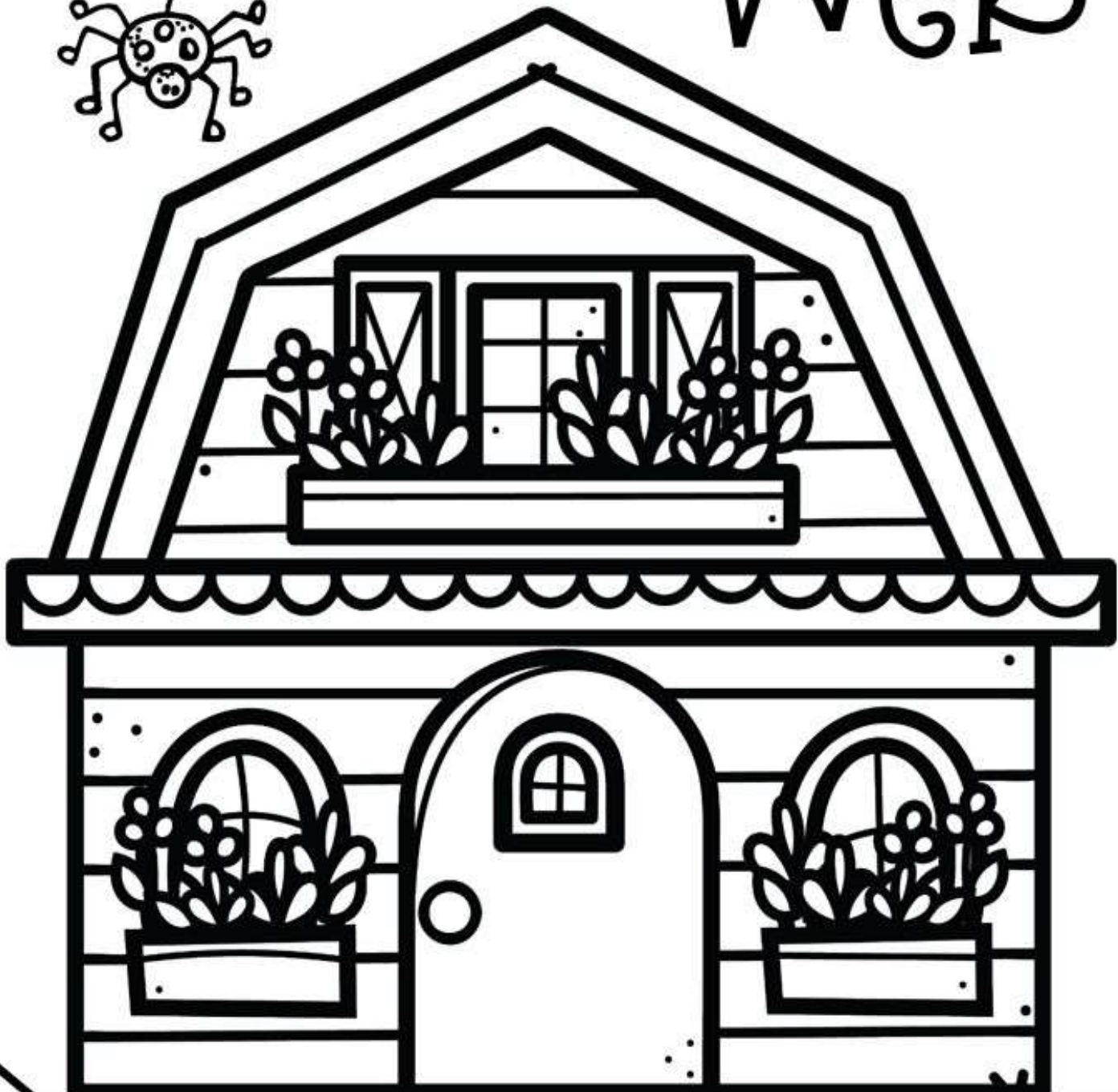
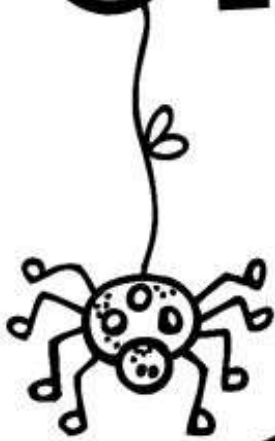
4th Grade Summer School

Week 4

Date	Activity
Monday, July 6th	☐ Read Charlotte's Web chapters 13 & 14; do worksheets for those chapters. ☐ Math: Multiplication puzzle
Tuesday, July 7th	☐ Read Charlotte's Web chapter 15; do worksheets for that chapter. ☐ Read "<u>Recycling & conservation: Why Recycle?</u>" and answer questions. ☐ Math: multiplication puzzle
Wednesday, July 8th	☐ Read Charlotte's Web chapter 16; do worksheets for that chapter. ☐ Read "<u>Walking Tall</u>" and answer questions. ☐ Math: make your own puzzle ☐ Science: Life Cycle of Spider
Thursday, July 9th	☐ Review the chapters for this week and complete all worksheets for chapters 13-16. ☐ Math: Finish puzzle

Week Four: Chapters 13-16

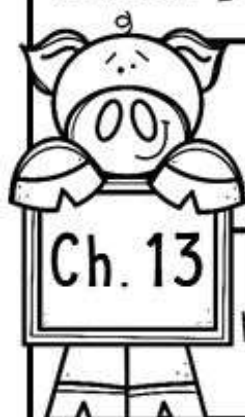
Charlotte's Web



Name: _____



Charlotte's Web Vocabulary



ascend

Ch. 13

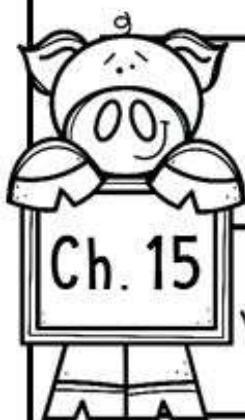
reporter



fib

Ch. 14

doily



modest

Ch. 15

versatile

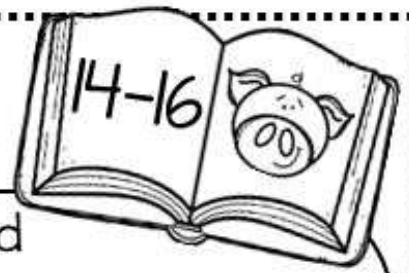


foul

Ch. 16

stowaway

Name: _____



Match the word with its definition below.

fib

Not too proud

doily

Being able to do many tasks

modest

Disgusting and offensive

versatile

A person who hides in a train or vehicle for free transport

foul

An unimportant lie

stowaway

A lacy, decorative mat

Fill in the correct word in the sentences below.

fib

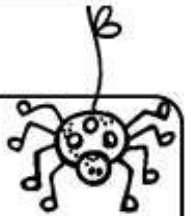
doily

modest

versatile

stowaway

foul



1. The _____ hid quietly in the train car.

2. Ew! That skunk smells _____ and disgusting!

3. Grandma made a fancy _____ to decorate her table.

4. The _____ artist could paint with oil, watercolor and even acrylic paints.

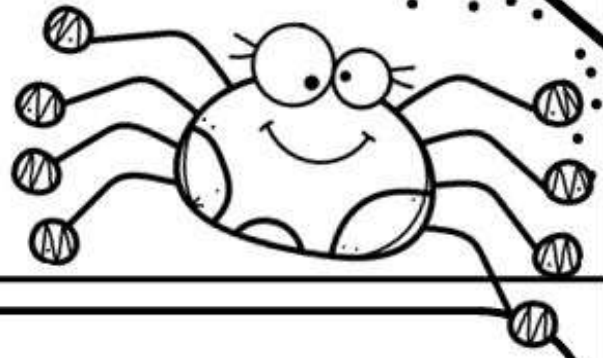
5. She was a _____ business owner and did not like to brag about her success.

6. He told a _____ and said he did not break the lamp.

Name: _____

Chapter Review

What was the main idea of the chapter?



Main Idea



Supporting Detail
#1

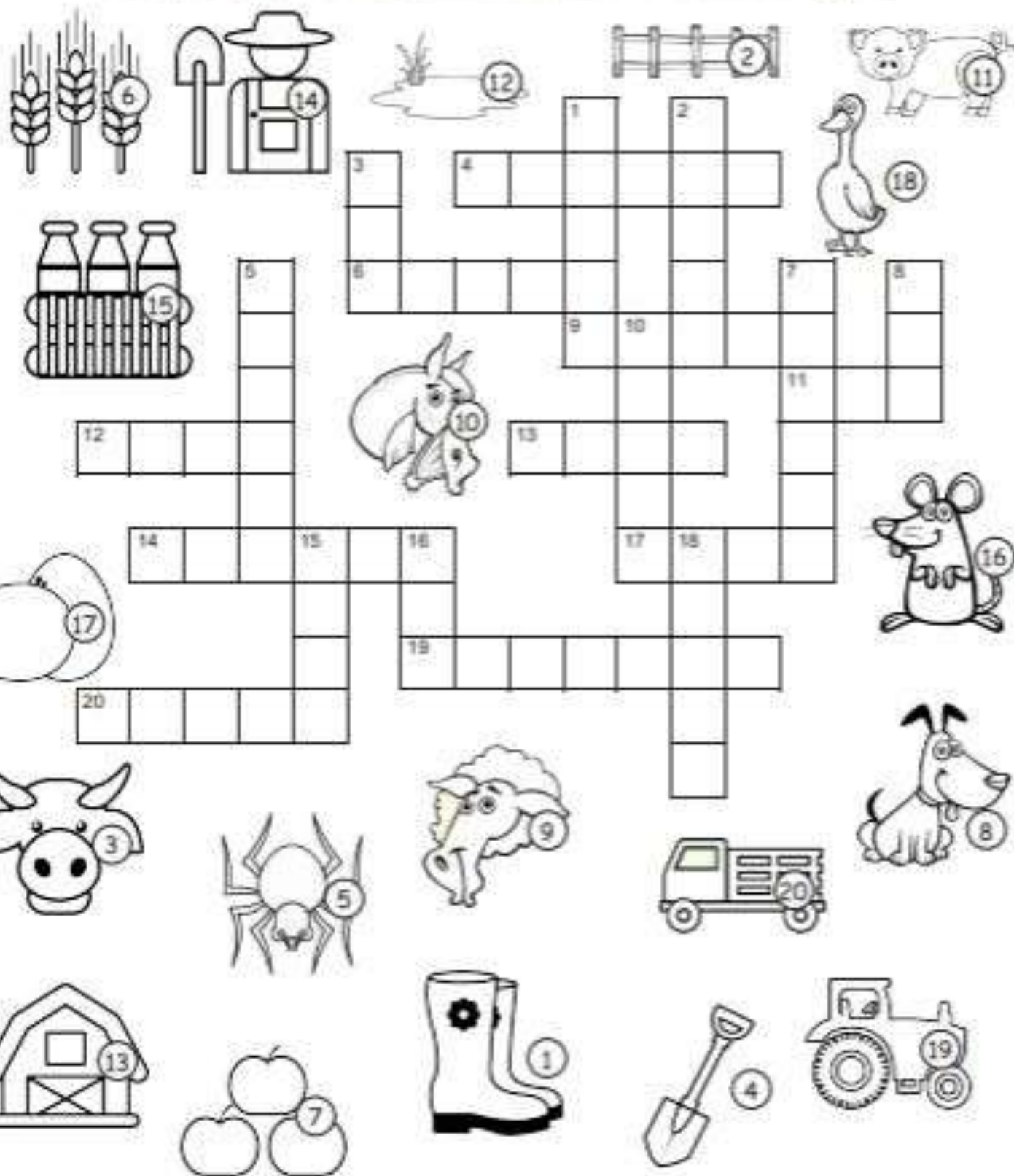


Supporting Detail
#2

Name: _____ Date: _____

Charlotte's Web

IMAGE CROSSWORD: Write the names for each of the numbered items you might find on the Zuckerman's farm into the crossword grid.



Recycling & Conservation: Why Recycle?



Recycling is a process where something is reused rather than thrown away. Common items that are recycled include aluminum and steel cans, glass, and newspapers. Recycling can be time-consuming and dirty work. For example, recyclable objects have to be sorted from trash. Then the objects have to be cleaned. Afterwards, the objects are turned into materials that can be used by people and companies. Why should people bother to recycle even though it takes a lot of work?

Recycling helps protect the earth. Recycling means less garbage in landfills. These are places where garbage is taken and buried. Recycling also helps conserve the earth's resources. For example, factories use less energy by recycling steel cans than by making new ones. Recycling paper saves trees from being cut down. Trees are used to make paper.

Every time you are about to drop a plastic bottle in the garbage, stop and think. Is it worth harming the earth? Your actions now can help preserve the environment for generations to come. All you have to do is throw that bottle into a recycling bin.

Get in the habit. Be proud of recycling. Encourage others to recycle. You can make a difference!

Recycling & Conservation: Why Recycle?

Questions

1. What is recycling?
 - a. A process where something is reused
 - b. A process where something is thrown away
 - c. A process where something is taken and buried
 - d. A process where something harms the earth
2. How does the author organize the information in this passage?
 - a. The author explains the problems with recycling and suggests different solutions.
 - b. The author describes similarities and differences between recycling and throwing things away.
 - c. The author lists information about recycling in order of importance, from most to least important.
 - d. The author describes recycling and shares an argument about why it's important.
3. What can be concluded from this passage?
 - a. The author works from a recycling plant.
 - b. The author does not believe in recycling.
 - c. The author believes that all you have to do to save the environment is throw a bottle in a bin.
 - d. The author believes that everyday people can help the earth.
4. What is the main idea of this passage?
 - a. Recycling helps protect the earth and conserve its resources
 - b. Many people avoid recycling because it is too difficult.
 - c. People must make decisions what to recycle
 - d. Only certain things can be recycled.

Recycling & Conservation: Why Recycle?

Vocabulary

Conserve: 1. To keep (something) from being wasted, destroyed, or lost.

1. What is the meaning of the word **conserve**?
 - a. To reuse
 - b. To keep
 - c. To talk

2. Recycling also helps _____ the earth's resources
 - a. preserve
 - b. conserve

3. Your actions now can help _____ the environment for generations to come
 - a. preserve
 - b. conserve

Walking Tall

How did Ruby Bridges make history?

Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana. As she walked toward the school's front doors, an angry crowd of people shouted at her. United States **marshals** walked with her. A marshal is an officer. They were there to protect the first grader. That's because the people did not want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books. The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South. Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called **segregation**. That is when people of different races are kept separate. U.S. leaders worked to end segregation. They helped bring **civil rights** to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans. By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races go to school together. Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News*. "I didn't really know what was going on at the time, and I loved school."



Meet Ruby Bridges

WR News student reporter Kaelin Ray recently asked Ruby Bridges how it feels to make a difference.

Kaelin Ray: What was your first day at the school like?

Ruby Bridges: My first day I spent sitting in the principal's office, so it was very confusing.

KR: How does it feel to know that you are a part of U.S. history?

RB: I'm [very] proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Walking Tall

Questions

1. What happened to the state segregation law in Louisiana a few month before Ruby started school?
 - a. Some U.S. marshals helped Ruby enter the segregated school.
 - b. U.S. leaders worked to bring civil rights to all Americans.
 - c. A federal court ordered that school segregation must end.
 - d. A state court said that public bathrooms must be segregated.

2. What does the text imply?
 - a. Ruby and her family were very brave.
 - b. Ruby and her family did not understand what was happening.
 - c. Ruby and her family were worried about her safety.
 - d. Ruby and her family were happy to have U.S. marshals help them.

3. Not everyone wanted to end segregation.
What evidence from the text supports this conclusion?
 - a. "As (Ruby) walked toward the school's front doors, an angry crowd of people shouted at her."
 - b. "By the time Ruby started the second grade, there were no more angry people outside her school."
 - c. "Bridges says she was never scared to go to school during the first grade."
 - d. "...before Ruby started school, a federal court ordered an end to school segregation in New Orleans."

4. What would be another good title for this text?
 - a. Ruby Bridges Makes a Difference
 - b. Ruby Bridges and Her First Day of School
 - c. Ruby Bridges in the Principal's Office
 - d. Ruby Bridges Loves History Books

Walking Tall

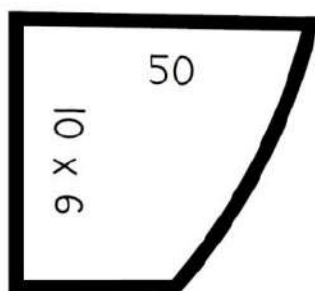
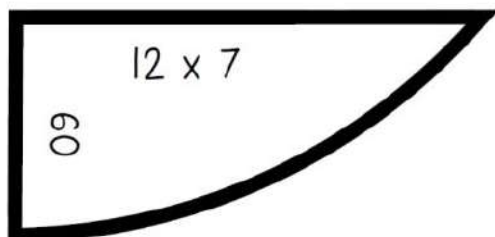
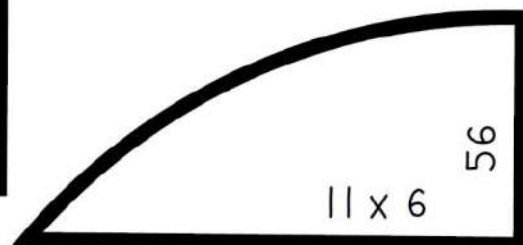
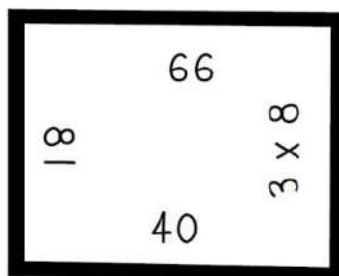
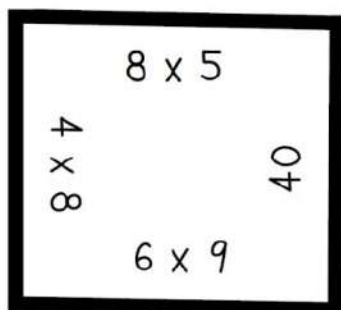
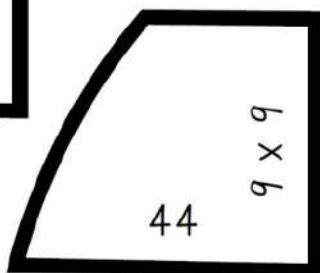
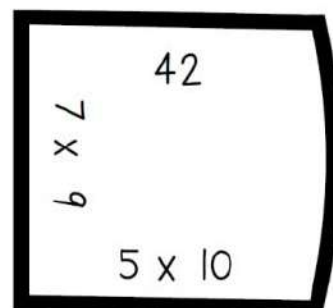
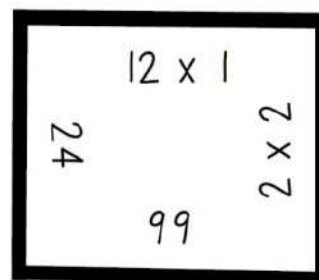
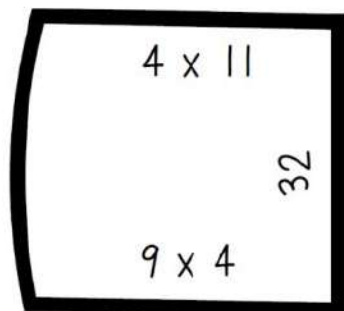
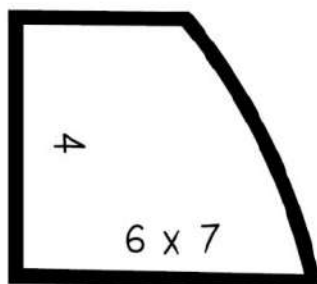
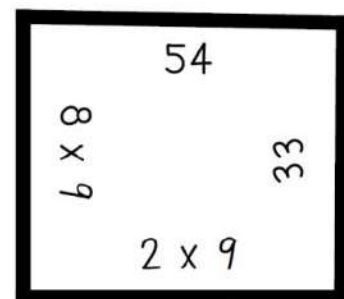
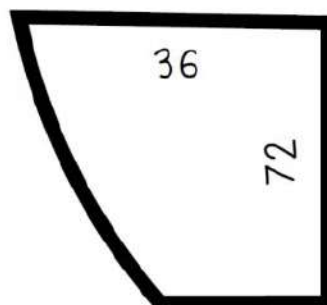
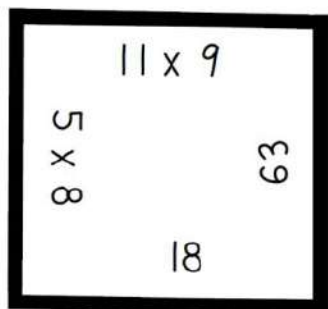
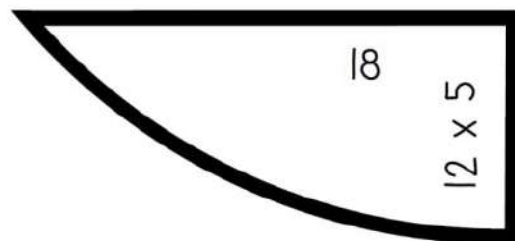
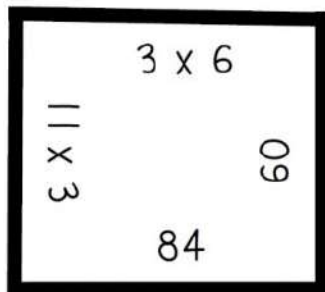
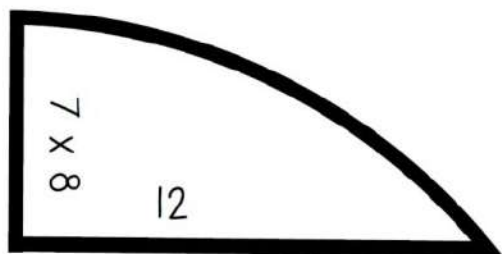
Vocabulary

Race: 1. A human population sharing certain common hereditary physical features.

1. What is the meaning of the word race in this passage?
 - a. A competition
 - b. A group of people with shared features

2. Today, children of all _____ go to school together
 - a. race
 - b. segregation

3. People of different races also had to use separate public restrooms. It was called _____.
 - a. race
 - b. segregation



Puzzle #3 Directions:

Cut out the pieces.
Put the puzzle together!

MAKE YOUR OWN PUZZLE

Directions: To make your own puzzle fill in the blanks with multiplication problems in the squares. Then put the answers to those problems in other squares. Make sure your puzzle will have 3 pieces across and three down when it's all put together. Then cut out your square pieces and challenge someone else to solve your puzzle.

EXAMPLE: ^{problem} ^{answer}

	6x5	30	6x2	12
6x8		6x7		6x4
48		42		24
6x3	6x11	66	6x12	72
18		6x1		6x10
	6x9	54	6x6	36

x

x

x

x

x

x

x

x

x

**MIXED
REVIEW**

Name: _____



16



24



36



72



Multiplication

Name: _____

Solve the multiplication equations. Use the code to color the picture.

0-10 = orange

11-20 = green

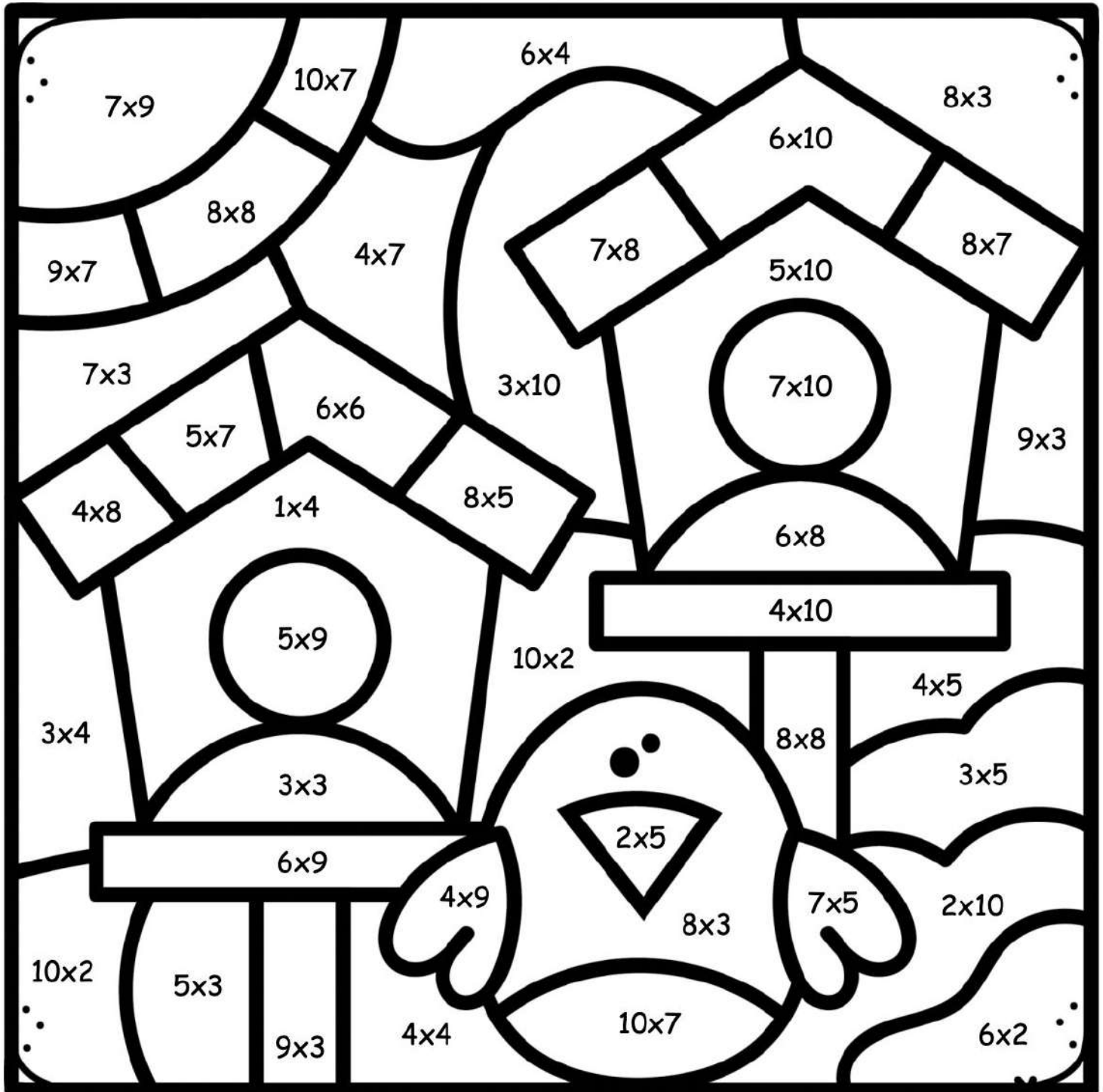
21-30 = blue

31-40 = purple

41-50 = pink

51-60 = red

61-70 = yellow



WATERCOLOR SPIDER WEB

WHAT YOU
NEED:

1 Small Paper Plate
1 White Crayon
Watercolor Paints
Plastic Spiders
Glue Dot



WHAT YOU
DO:

1. First, draw a spider web on your paper plate with your white crayon.
2. Paint over and around your web with watercolor paint.
3. Let dry.
4. Put your plastic spider on your web with glue dot.
5. Add to diorama



LIFE CYCLE OF A SPIDER: SLIME

WHAT YOU

NEED:

1 Tablespoon Contact Lens
Solution

4 oz Bottle Elmers White School
Glue

$\frac{1}{2}$ Tablespoon Baking Soda
Small Foam Balls



WHAT YOU

DO:



1. Get a bowl to mix your slime in.
2. Pour the entire contents of the 4 oz bottle of glue into the bowl.
3. Add $\frac{1}{2}$ tablespoon of baking soda and mix well.
4. Add 1 tablespoon contact lens solution.
5. Mix until slime forms and it begins to get harder to mix.
6. Take the slime out of the bowl and begin kneading/mixing with both of your hands.
7. Mix in the small foam balls.

LIFE CYCLE OF A SPIDER

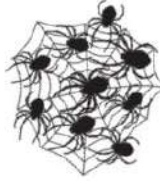
- Depending on the species, adult female spiders lay two to one thousand eggs onto a silk blanket.



- Once they lay their eggs, the spider wraps them in silk, this is called the egg sac. Some species only make one and other species make several.



- After 2-3 weeks, the eggs hatch into spiderlings. They are ready to go out on their own.



- The spiderlings will molt several times as they grow bigger. Most species reach adulthood after five to ten molts.



1. What do you think will happen when you add the contact solution to the glue mixture?

2. After adding the contact solution to the glue mixture, what happened?

3. Why do you think the slime started hardening when the contact solution was added?

4. How is the slime similar to a spider egg sac?
