

## Week Six Literacy – Grade Four

### Agenda:

**Lesson One:** Become familiar with the vocabulary terms, read the two stories The Stonecutter and Changing His Tune aloud to an adult, then complete the vocabulary check. (L 4.4, RF 4.4)

**Lesson Two:** Re-read the two stories The Stonecutter and Changing His Tune and answer the five questions about the text. The shape next to the question matches the area in the text that will help you find text evidence. (RL 4.1, 4.6, 4.9)

**Lesson Three:** Compose an opinion paragraph based on a theme of these stories – being happy or *content*. Develop your organizer, then write a 5-7 sentence paragraph that explains your viewpoint. (W 4.1)

### Lesson One:

Key Vocabulary		
content	adjective	To be <i>content</i> is to feel happiness.
magnificent	adjective	Something <i>magnificent</i> is impressive or beautiful.
dwelling	noun	A <i>dwelling</i> is a place where you live.
bear	verb	To <i>bear</i> is to suffer through something uncomfortable.
ferocious	adjective	Something <i>ferocious</i> is fierce or violent.
transformed	verb (past tense)	To <i>transform</i> is to change how your look or who you are.
gloomily	adjective	<i>Gloomily</i> means in a sad way.
pleasure	noun	<i>Pleasure</i> is joy.
warbled	verb (past tense)	To <i>warble</i> is to sing with trill.
jeering	verb	To <i>jeer</i> is to make fun of or mock another.
imitation	noun	An <i>imitation</i> is a copy or mimic.

- This word means a place where you live.
  - content
  - dwelling
  - jeering
  - imitation
- Complete this sentence using a word from the key vocabulary list:  
The \_\_\_\_\_ lion was stalking its prey.
- What definition of **bear** makes the most sense in the following sentence:  
The stonecutter could not bear the ferocious heat.
  - Definition One: a giant animal
  - Definition Two: to approach something rapidly
  - Definition Three: to suffer through something uncomfortable
- Create your own complete sentence using the word **warbled**.

## The Stonecutter

### a Japanese Folktale

Once there was a stonecutter who lived in a small but comfortable cottage in the country. He was content with his quiet life until one winter day when he paid a visit to the nearby city. There he saw a magnificent dwelling far more splendid than his own. “My greatest wish is to have a magnificent house like this!” the stonecutter cried.

When the stonecutter returned home, his cozy cottage was gone. In its place stood an enormous palace. For a time, the stonecutter was delighted with his fine new home. Before long, however, summer arrived. The sun burned hotter each day. Even in his fine palace, the stonecutter could not bear the ferocious heat. “I may be wealthy, but the sun is even more powerful than I am!” he cried. “My greatest wish is to become the mighty sun!”

Instantly, the stonecutter was transformed into the sun, mighty and powerful. His rays shown on Earth until the rice crops dried up in the fields, and he burned the faces of the rich and poor people alike.

Then one day, a dark cloud covered the face of the sun. The sun cried, “I am powerful, but this cloud is even mightier than I am! My greatest wish is to become a cloud!” ★

So the stonecutter was transformed into a cloud, just as he had wished. He rained on Earth for days, and it grew green again. Then he continued pouring down rain until huge floods destroyed vast rice fields and entire villages. Only the great mountain stood firm and strong amid the floods.

Seeing this, the cloud cried, “I am powerful, but the mountain is even mightier than I am! My greatest wish is to become the mountain!” Suddenly, the stonecutter was transformed into the mountain. He stood tall and proud, not bothered by sun or rain. The days turned into weeks, the weeks turned into months, and the months turned into years. All this time, the mountain stood silent and alone, growing more and more lonely.

Finally the mountain sighed gloomily, “My greatest wish now is to be a simple stonecutter again.” So the stonecutter became a man once more, living in his one little cottage in the country. Never again did he wish to be anyone or anything but what he was. ▲



## Changing His Tune

### a fable

Once there was a small bird named Twitter who took such great pleasure in singing that he sang all day long. He had a very unusual voice, unlike any of the other birds. “T-t-t-witt! T-t-t-witt!” he warbled in a sweet pleasing tone.

One day, Twitter stopped singing for a while and listened to the songs of the other birds. It seemed to him that their music sounded better to him than his own little song. Tight then, he decided he would change his song and sing just like the other birds.

Twitter sat high in a tree listening to another bird’s song until he could repeat it exactly, “Ta-weee! Ta-weee!” he sang out loudly.

A moment later, his friend Skye the blue jay landed on the branch beside him. Skye peered at him and asked, “Is that really you, Twitter? You don’t sound like yourself at all today. I thought it must be someone else singing.”

“That’s because I decided to sing like my friend Kiwi today,” answered Twitter. “Tomorrow I intend to sing like Dove. The next day I’ll sing like Marcella.” Twitter paused for a breath and chirped, “Listen, Skye, I can even sing like you!” Twitter gave a harsh, jeering call like a blue jay’s. It hurt his throat and made him cough, but it *did* sound like Skye.

“That was a good imitation!” squawked Skye. “But why are you imitating other birds, Twitter, instead of just singing like yourself?”

“The other birds sing such wonderful songs,” Twitter replied. Then he added sadly, “Their sounds sound so much more musical than mine.”

“I’m very sorry you feel that way,” Skye said with a frown. “I’ve always thought your song was the most melodious one of all.”

“Really?” Twitter asked in disbelief. Skye nodded. Twitter wondered whether what Skye had said could be true. He thought about how imitating other birds bothered his throat and made him feel uncomfortable. He stretched out a wing to Skye and said, “Thank you, my friend. I’ve decided to change my tune – back to my old song!”

From that moment on, Twitter always sang in his own lovely warble, “T-t-t-witt!” Once again, he took such great pleasure in his singing that he sang all day long.



**Lesson Two:** Re-read the two passages, then, answer the following questions. The pictures are at the end of a part of the story that can help you in your answer.

★	How would you describe the character of the stonecutter and how he has changed? Give examples from the passage to support your response. (RL 4.1)	
▲	What lesson does the stonecutter learn? Use details from the passage to support your response. (RL 4.1)	
★	What is the meaning of the word <i>melodious</i> as it is used in the passage? Explain how the word is used in the passage that makes its meaning clear. (RL 4.4)	
☾	How are the themes of these two passages similar, and how are they different? (RL 4.9)	
<p>First person point of view is told by one character in the story. This character may be speaking about himself and sharing events that he or she is experiencing. First person can be recognized by the words I, me, my, we, and us.</p> <p>Third person point of view is told by a narrator who tells us about what is happening in the story. Third person can be recognized by the words he, she, they, and them.</p> <p>Both passages are told in third person point of view. How would the passages change if they were written in first person point of view. Give an example from each passage.</p>		

**Lesson Three:** Complete the graphic organizer and write a complete paragraph.

A common theme in literature is characters coming to the realization and understanding that you should be happy or *content* with what you have. What are you happy or content with in your life?

1. Brainstorm: Make a list of 5 things that make you happy right now.

- 
- 
- 
- 
- 

2. Use this list to write an opinion paragraph about what makes you happy! 😊 Use a topic sentence to introduce your main idea, supporting details with transition words, and a concluding sentence to restate your opinion.

Compose and illustrate your story here:

(title) \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.



1. Insert parentheses to make each number sentence true.

a.  $15 + 5 \times 5 = 120$

b.  $7 + 9 \times 2 = 25$

c.  $77 = 1 + 6 \times 6 + 5$



2. Draw a line segment that is 2 inches long. Mark and label the following inch measurements on the line segment:

$\frac{1}{2}$ ,  $\frac{3}{4}$ , 1,  $1\frac{1}{2}$ , and 2



3. The Sports Boosters raised \$900 at their annual chili supper. Four athletic teams will share the money equally.

How much money will each team receive?

Number model with unknown:

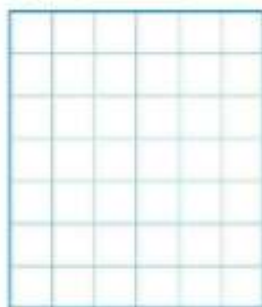
Answer:

Summary number model:



4. Multiply with a paper-and-pencil algorithm.

$66 \times 62 =$  \_\_\_\_\_



5. Complete.

a. 9 m = \_\_\_\_\_ cm

b. 1,500 cm = \_\_\_\_\_ m

c. 350 cm = \_\_\_\_\_ m

d. 458 cm = \_\_\_\_\_ m \_\_\_\_\_ cm

e. 3.2 m = \_\_\_\_\_ cm



6. a. Shade  $\frac{1}{2}$  of the square.



b. Shade  $\frac{2}{3}$  of the square.



a)  $\frac{1}{2} + \frac{1}{3} =$

b)  $\frac{1}{3} + \frac{1}{5} =$

c)  $\frac{1}{4} + \frac{1}{3} =$

d)  $\frac{1}{3} + \frac{1}{7} =$







e)  $\frac{3}{4} + \frac{1}{5} =$

f)  $\frac{2}{3} + \frac{2}{7} =$

## DIVISION PROBLEMS 4.1A



Work out the answers to these division problems involving sharing and grouping.







1) Divide 65 children into teams of 5. How many teams?		
2) Share out 52 playing cards between 4 people. How many cards each?		
3) Divide 42 eggs into boxes of 6 eggs. How many boxes can I fill?		
4) Share 64 chocolates between 4 children. How many chocolates each?		
5) Divide 72 pencils into packs of 8. How many packets will I make?		
6) Share out 42 bones between 3 dogs. How many bones will each dog get?		

## DIVISION PROBLEMS 4.3C



Work out the answers to these division problems.

Remember to **interpret** the answer in the context of the problem.

1) 239 children get into teams of 6. How many teams of 6 can they make? How many children will not be in a team of 6?		
2) It takes the Earth 24 hours to spin once on its axis. How many complete spins can it make in 200 hours?		
3) A school bus can carry 50 children. How many buses are needed to transport 578 children?		
4) A piece of rope is 34m long. How many 50cm long pieces can I cut from it?		
5) Captain has 550 gold coins which he shares out between his crew of 9. He takes the remainder of the coins himself. How many coins does each member get? How many coins does Captain get?		
6) How many complete weeks in 331 days?		

## MULTIPLICATION PROBLEMS 4.1B



Have a go at solving these multiplication problems.

Can you spot the 'trick' problem which is not a multiplication problem?

1) Sally shoots an arrow 50 yards. Flame shoots her arrow three times as far.  
How far did Flame's arrow go?



2) How many days in 30 weeks?



3) A pencil costs 70¢. How much do 4 pencils cost?

4) A baseball team has 9 players. In a tournament, there are 20 teams. How many players in total?



5) Tyger uses brick which are 4cm tall to build a tower. His final tower is 30 bricks high. How many cm tall is it?

6) There are 200 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?

7) Newton sees 50 frogs in the morning, and 7 fewer frogs in the afternoon. How many frogs did he see in total?



8) A car travels at 60 miles per hour for 3 hours. How far has it travelled?



## MULTIPLICATION PROBLEMS 4.1C



Have a go at solving these multiplication problems.

Can you spot the 'trick' problem which is not a multiplication problem?

1) Sally shoots an arrow 48 yards. Flame shoots her arrow three times as far.  
How far did Flame's arrow go?



2) How many days in 26 weeks?



3) A pencil costs 74¢. How much do 3 pencils cost?

4) A baseball team has 9 players. In a tournament, there are 24 teams. How many players in total?



5) Tyger uses brick which are 7cm tall to build a tower. His final tower is 26 bricks high. How many cm tall is it?

6) There are 225 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?

7) Newton sees 65 frogs in the morning, and 7 fewer frogs in the afternoon. How many frogs did he see in total?



8) A car travels at 57 miles per hour for 4 hours. How far has it travelled?



Solve the following problems. Draw a picture and/or write the number sentence that proves the answer. Simplify your answer.

2. Jamal used  $\frac{1}{3}$  yard of ribbon to tie a package and  $\frac{1}{6}$  yard of ribbon to tie a bow. How many yards of ribbon did Jamal use?
3. Over the weekend, Nolan drank  $\frac{1}{6}$  quart of orange juice, and Andrea drank  $\frac{3}{4}$  quart of orange juice. How many quarts did they drink together?
4. Nadia spent  $\frac{1}{4}$  of her money on a shirt and  $\frac{2}{5}$  of her money on new shoes. What fraction of Nadia's money has been spent? What fraction of her money is left?

# At Home Compost

**Purpose:** Making plants grow from everyday “garbage”

**Materials Needed:**

- 2 Liter bottle
- Scissors (handle with care)
- Newspaper torn into small pieces
- Materials to create layers (soil, leaves, grass, fruit, vegetable peelings, used coffee grounds, etc.)
- Water mister or spray bottle (or you can put water on your hands and flick it into the bottle when needed)
- Saran Wrap/rubber band

**What to do:**

- Cut off top part of liter bottle (adult)
- Place at least 2-3 cm of soil in the bottle (mist with water)
- Place small amounts of peelings, then cover with soil
- Layer with fresh fruit, then cover with soil, and so forth (mist with water)
- Repeat, but do not overflow
- Cover with saran wrap and use rubber band to keep in place

This will slowly change and may take a couple of months...When it looks like muck, feel free to plant a seed in it and watch it change!



## Recycling the dead: how things decompose

By Kathiann Kowalski, Science News for Students, adapted by Newsela staff on 02.05.20

Word Count **825**

Level **MAX**



Mushrooms are one type of fungus. It is a decomposer, which breaks down dead organisms. One example is when leaves die in the fall. The leaves on the ground rot and decay. Decomposers, like mushrooms, help that process. Photo: Skitterphoto/Pexels

Eventually, all living things die. And except in very rare cases, all of those dead things will rot. But that's not the end of it because what rots will wind up becoming part of something else.

This is how nature recycles. Just as death marks the end of an old life, the decay and decomposition that soon follow provide material for new life.

"Decomposition breaks apart dead bodies," explains Anne Pringle. She's a biologist at Harvard University in Cambridge, Massachusetts.

When any organism dies, fungi and bacteria get to work breaking it down. Put another way, they decompose things. (It's the mirror image of composing, where something is created.) Some decomposers live in leaves or hang out in the guts of dead animals. These fungi and bacteria act like built-in destructors.

Soon, more decomposers will join them. Soil contains thousands of types of single-celled fungi and bacteria that take things apart. Mushrooms and other multi-celled fungi also can get into the act. So can insects, worms and other invertebrates.

Yes, rotting can be yucky and disgusting. Still, it is vitally important. Decomposition aids farmers, preserves forest health and even helps make biofuels. That is why so many scientists are interested in decay, including how climate change and pollution may affect it. Welcome to the world of rot.

## **Why We Need Rot**

Decomposition isn't just the end of everything. It's also the start and without decay, none of us would exist.

"Life would end without rot," observes Knute Nadelhoffer. He's an ecologist at the University of Michigan in Ann Arbor. "Decomposition releases the chemicals that are critical for life."

Decomposers mine them from the dead so that these recycled materials can feed the living.

The most important thing recycled by rot is the element carbon. This chemical element is the physical basis of all life on Earth. After death, decomposition releases carbon into the air, soil and water. Living things capture this liberated carbon to build new life. It's all part of what scientists call the carbon cycle.

"The carbon cycle really is about life and death," observes Melanie Mayes. She's a geologist and soils scientist at Oak Ridge National Laboratory in Tennessee.

The carbon cycle starts with plants. In the presence of sunlight, green plants combine carbon dioxide from the air with water. This process, called photosynthesis, creates the simple sugar glucose. It's made of nothing more than the carbon, oxygen and hydrogen in those starting materials.

Plants use glucose and other sugars to grow and fuel all of their activities, from breathing and growth to reproduction. When plants die, carbon and other nutrients stay in their fibers. Stems, roots, wood, bark and leaves all contain these fibers.

### **The "Fabric" Of Plants**

"Think of a leaf like a piece of cloth," says Jeff Blanchard, a biologist who works at the University of Massachusetts in Amherst. Cloth is woven with different threads, and each thread is made of fibers spun together.

Likewise, the walls of each plant cell contain fibers made of differing amounts of carbon, hydrogen and oxygen. Those fibers are hemicellulose, cellulose and lignin. Hemicellulose is softest whereas cellulose is sturdier and lignin is toughest of all.

When a plant dies, microbes and even larger fungi break down these fibers. They do so by releasing enzymes. Enzymes are molecules made by living things that speed up chemical reactions. Here, different enzymes help snip apart chemical bonds that hold together the fibers' molecules. Snipping those bonds releases nutrients, including glucose.

"Cellulose is essentially glucose rings that are attached to one another," explains Mayes. During decomposition, enzymes attach to the cellulose and break the bond between two glucose molecules. "The isolated glucose molecule can then be taken up as food," she explains.

The decomposer organism can use that sugar for growth, reproduction and other activities. Along the way, it releases carbon dioxide back into the air as waste. That sends carbon back for reuse as part of that never-ending carbon cycle.

But carbon is far from the only thing that gets recycled this way. Rot also releases nitrogen, phosphorus and about two dozen other nutrients. Living things need these to grow and prosper.

## **Rot And You**

Decomposition doesn't happen only in forests, farms and factories. Decomposition happens all around us — and inside us. For example, scientists are continuing to learn more about the crucial role played by gut microbes in digesting the food we eat.

"There's still a lot of discovery that needs to be done," says K.M. DeAngelis, an associate professor of microbiology at U-Mass, and "there are so many microbes that do all kinds of crazy things."

You can experiment with rotten science too. "Start by adding kitchen and yard waste to a backyard compost pile," suggests Nadelhoffer. In just a few months, decomposition will change that dead plant material to fertile humus. You can then spread it on your lawn or garden to promote new growth. Hooray for decay!

# LINN-MAR SCHOOL DISTRICT BAND and ORCHESTRA

## BEGINNER RECRUITING INFORMATION 2020

Hello 4<sup>th</sup> Grade families,

As we prepare to open our two new buildings, the Intermediate Band and Orchestra staff would like to invite you to join our programs! Band and Orchestra at Linn-Mar is a huge part of the district's success and we want to have many of you involved in our Programs. Due to the school closure this spring, we were unable to present information about our programs to all fourth grade students in our usual way.

In order to provide you and your students with the information and opportunities available to make decisions about participation in our programs, and to introduce the instruments available to students in both programs, we have created Band and Orchestra PowerPoint presentations for you to view.



Click [here](#) for the Band PowerPoint or visit [here](#)



Click <https://lmorchestraregistration.wordpress.com/> for the Orchestra PowerPoint or visit <https://lmorchestraregistration.wordpress.com/>

Once you have viewed the presentations, we are asking students interested in Band AND/OR Orchestra (yes, students can participate in both Band and Orchestra – and Chorus too!) to visit our **Band and Orchestra Google Form** to provide information about Group and instrument preferences. We ask that you visit and fill out the Google Form by June 1<sup>st</sup>.

Click [HERE](#) to access the Google Form and provide all applicable information.

At this time, we are unsure if students will be able to participate in the Summer Beginner Programs, but we are hopeful to introduce students to their instrument before the school year begins. If the district does not allow for the summer program to take place, the band and orchestra directors will provide families with information about our plan to start in the fall. Further details about how to select your student's Band or Orchestra instrument will be sent to families who have signed up using the Google Form Sign-Up Link. We appreciate your patience as we work through this together!

Musically,

Amy Sams  
Boulder Peak Band  
[email Amy](#)

Kelly Vieth  
Boulder Peak Orchestra  
[email Kelly](#)

Kevin Makinster  
Hazel Point Band  
[email Kevin](#)

Kristine Schamberger  
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Shawn Sandersfeld  
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Hazel Point Band  
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# State Float Instructions

One of our final Social Studies projects of the year is the state float. A state float is a piece of art that contains information and facts about one of our country's fifty states.

The float can be made out of anything, but we recommend a shoe box if you have one available. If you don't have a shoebox, you can use other sturdy materials as the base.

Below is a list of items that can be included on your state float. These items may be 2- dimensional and drawn, photographed, or printed from a computer. They may also be 3-dimensional objects that are **hand-made by the student**, such as a clay pineapple for Hawaii or poppies made of yellow and orange tissue paper for California; **manufactured** such as a plastic orange for Florida; **or real** such as a potato for Idaho.

***The float can include the following items:***

1. Name of State
2. State Flag
3. State Nickname
4. State Flower
5. State Tree
6. State Bird
7. State Animal
8. State Symbol
9. State economy (how does your state make money?)
10. A map of the state
11. Something the state is famous for (Florida oranges, Wisconsin cheese, etc.)

***Please label each item on your float!***

This project is voluntary, and meant to be a fun way to share your knowledge about your state!

**Be creative and have some fun!**