

Week Two Literacy – Grade Four

Session One

1. Read the Key Vocabulary (L.4.4)
2. Read the passage Expressions for Ancients (RF.4.4)

Key Vocabulary		
myths	noun	<i>A myth</i> is a kind of traditional story
curiosity	noun	<i>Curiosity</i> is interest in learning or knowing something
conquer	verb	To <i>conquer</i> is to take control of
gullible	adjective	<i>Gullible</i> means easily tricked or persuaded
lucky	adjective	<i>Lucky</i> means having good <i>luck</i> , fortunate
reward	verb	<i>Reward</i> means act or give recognition of someone's behavior or actions
miseries	noun	<i>Miseries</i> means a feeling of intense unhappiness
hope	noun	<i>Hope</i> means something desired or <i>hoped</i> for
constructed	verb	<i>Constructed</i> means make by combining materials and parts

Session Two

Answer one of the following questions:

Choose one of the expressions from the story. Illustrate a situation in which you might use that expression. (W.4.2)	
Today we use the phrase Midas Touch to describe a person who is lucky. Was the ancient Greek story about good luck? Why or why not? (W.4.1)	
Imagine you are making a movie about someone who opens a Pandora's Box. Write about or discuss your movie. (W.4.3)	

Session Three: Word Work

Word Work (L.4.4):

1. This word means to be easily tricked or persuaded.
 - a. curiosity
 - b. reward
 - c. constructed
 - d. gullible

2. Complete this sentence using a word from the key vocabulary list:

The Greeks were trying to _____ the Trojans, who ruled the city of Troy.

3. What definition of **constructed** makes the most sense in the following sentence:

"The Greeks **constructed** a large wooden horse."

- a. Definition One: to draw
- b. Definition Two: to set in a logical order
- c. Definition Three: to build

4. Create your own sentence using the word **hope**.

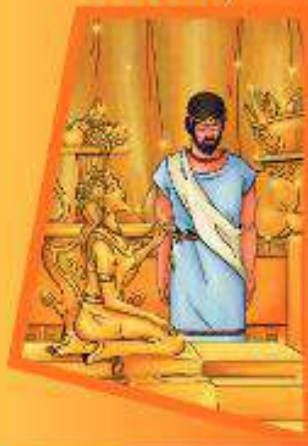


Remember:
Work on Lexia Units and
Independent Reading
(When you can) and remember
WE MISS YOU!

EXPRESSIONS FROM THE ANCIENTS

Greek **myths** and legends belong to a time long gone by, but traces of them can be found in our language. Here are three expressions and the stories behind them.

Midas Touch



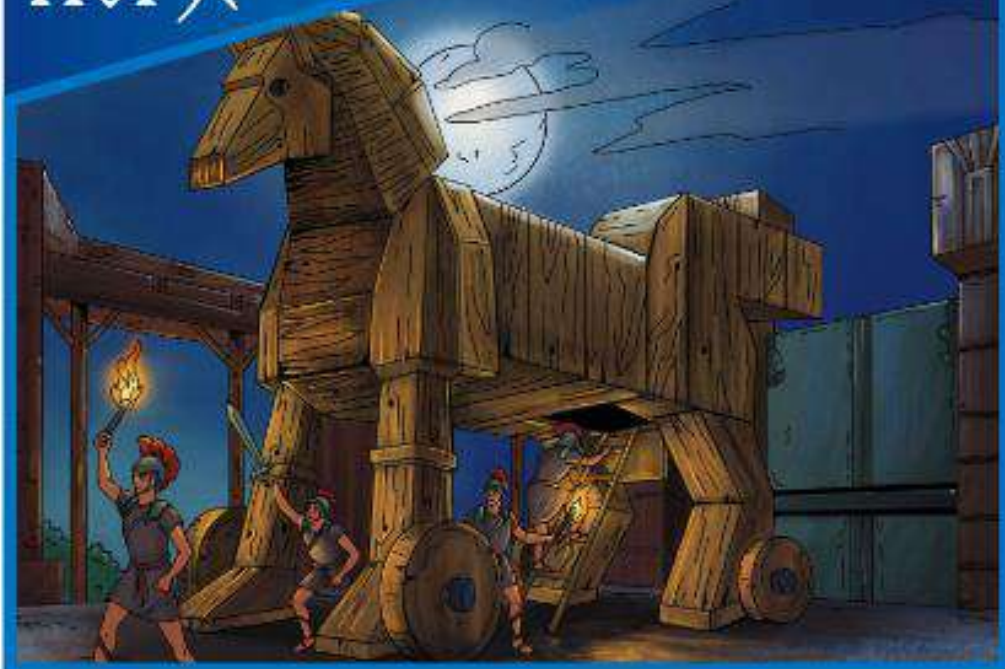
If someone is lucky with money and gets rich easily, that person might have a Midas touch. Midas ruled the kingdom of Phrygia. To reward him for a kind act, the god Dionysus granted him a wish. Without thinking, the king wished that everything he touched would turn to gold. The wish was granted. The king enjoyed turning things in his garden into gold, but when he became hungry, he found he could not eat. Any food that touched him immediately turned to gold. So did his loving daughter when she tried to comfort him. Midas begged to have his wish undone, and Dionysus agreed.

Pandora's Box



If someone creates trouble, people might say that person opened a Pandora's box. In Greek mythology, Pandora was the first woman on Earth. Each god gave her a particular gift, such as beauty or musical talent. Zeus, the king of the gods, gave her a sealed jar (not a box) filled with all the miseries of the world. Pandora was told not to open the jar, but one of the gifts she was given was **curiosity**. She opened the jar, as Zeus must have known she would, and out flew terrible things. By the time she managed to close it again, only one thing remained because it was at the bottom of the jar: hope.

Trojan Horse



These days, one meaning for *Trojan horse* has to do with computers. It is something that seems to be useful software but turns into a virus when installed on a computer. The original Trojan horse was built during the Trojan War. The Greeks were trying to **conquer** the Trojans, who ruled the city of Troy. This city was surrounded by a huge wall. The Greeks wanted to sneak some men into the city to open the gates. So they constructed a huge wooden horse. It was hollow so some soldiers could hide inside. Then the armies withdrew, acting as if they had given up on the war. The horse was left before the gates of Troy as a gift. The **gullible** Trojans fell for the trick and took the horse inside. Soon after, they lost the war.



1. This is a circle graph of what Seema does on a typical day.

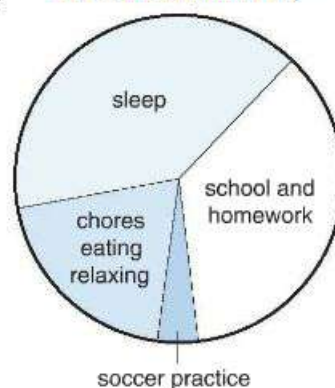
a. What does she spend the least amount of time doing?

b. She spends about the same amount of time at school and doing homework as she does

_____.

c. About what fraction of the day does she spend doing chores, eating, and relaxing? _____

Seema's 24-Hour Day



2. Estimate the sum. Write a number model to show how you estimated.

a. $715 + 1,904 + 688$

Number model:

b. $867 + 2,346 + 3,596$

Number model:



3. Complete.

Rule:

in	out
50	4,000
70	
	7,200
100	
45	3,600



4. Write each number using digits.

a. twenty-six million, nineteen thousand, eighteen

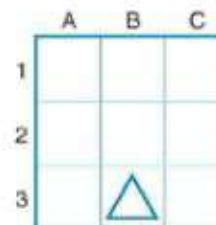
b. three hundred fifty-two million, eight hundred thousand, two hundred



5. Look at the grid below.

a. In which column is the triangle located?

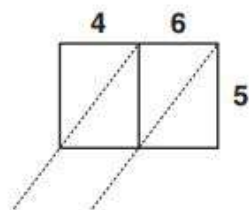
b. In which row is the triangle located?



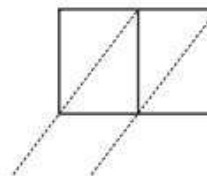


Use the lattice method to find the following products.

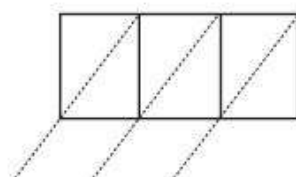
1. $5 \times 46 =$ _____



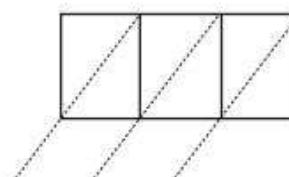
2. $8 \times 67 =$ _____



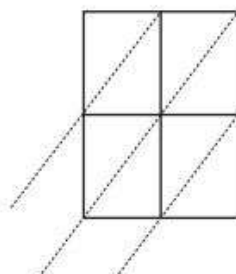
3. $7 \times 836 =$ _____



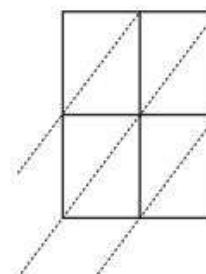
4. $4 \times 329 =$ _____



5. $25 \times 31 =$ _____



6. $49 \times 52 =$ _____



7. Use the lattice method and the partial-products method to find the product.

$84 \times 78 =$ _____

Practice

8. _____ $= 33.67 + 5.9$

9. $68.4 + 5.82 =$ _____

10. $71.44 - 37.67 =$ _____

11. _____ $= 101.06 - 29.91$



Multiply using the partial-products algorithm. Show your work.

1. $582 * 7 =$ _____

2. $56 * 30 =$ _____

3. $42 * 50 =$ _____

4. _____ $= 27 * 18$

5. _____ $= 46 * 71$

6. $340 * 50 =$ _____

Try This

7. _____ $= 241 * 31$

8. _____ $= 768 * 49$

**Practice**

9. _____ $= 283 + 5,439$

10. $6,473 + 4,278 =$ _____

11. $5,583 - 4,667 =$ _____

12. _____ $= 9,141 - 6,372$



For each problem below, the multiplication has been done correctly, but the decimal point is missing in the answer. Correctly place the decimal point in the answer.

1. $6 * 4.3 = 258$

2. $72 * 6.8 = 4896$

3. $0.96 * 47 = 4512$

4. $5.12 * 22 = 11264$

5. $8,457 * 9.8 = 828786$

6. $0.04 * 140 = 56$

7. Explain how you decided where to place the decimal point in Problem 4.

Try This

Multiply. Show your work.

8. $5.9 * 36 =$ _____

9. $0.46 * 84 =$ _____

10. _____ $= 7.21 * 53$

Practice

11. _____ $= 96 \div 6$

12. $4\overline{)67} =$ _____

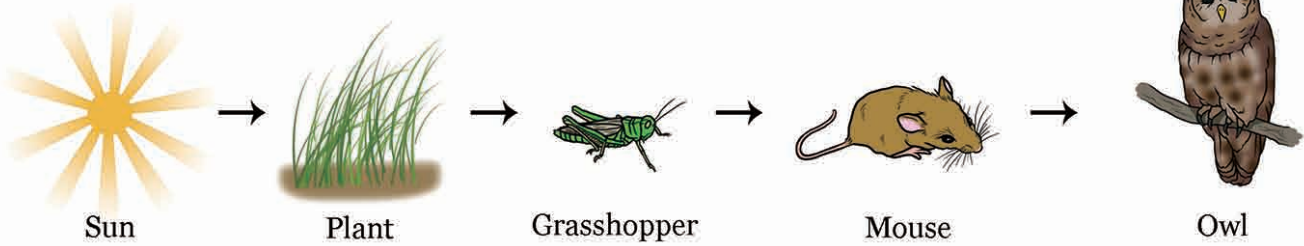
13. _____ $= 411 \div 3$

14. $9\overline{)903} =$ _____

Intro to Food Webs

A food chain shows one path through which energy flows. A food chain with a plant, grasshopper, mouse and owl, for example, shows that energy flows from the plant to the grasshopper, and then to the mouse and owl. But ecosystems are more complex than that. An owl may eat rabbits, small birds, and mice. A food web shows multiple paths of energy flow, instead of just one.

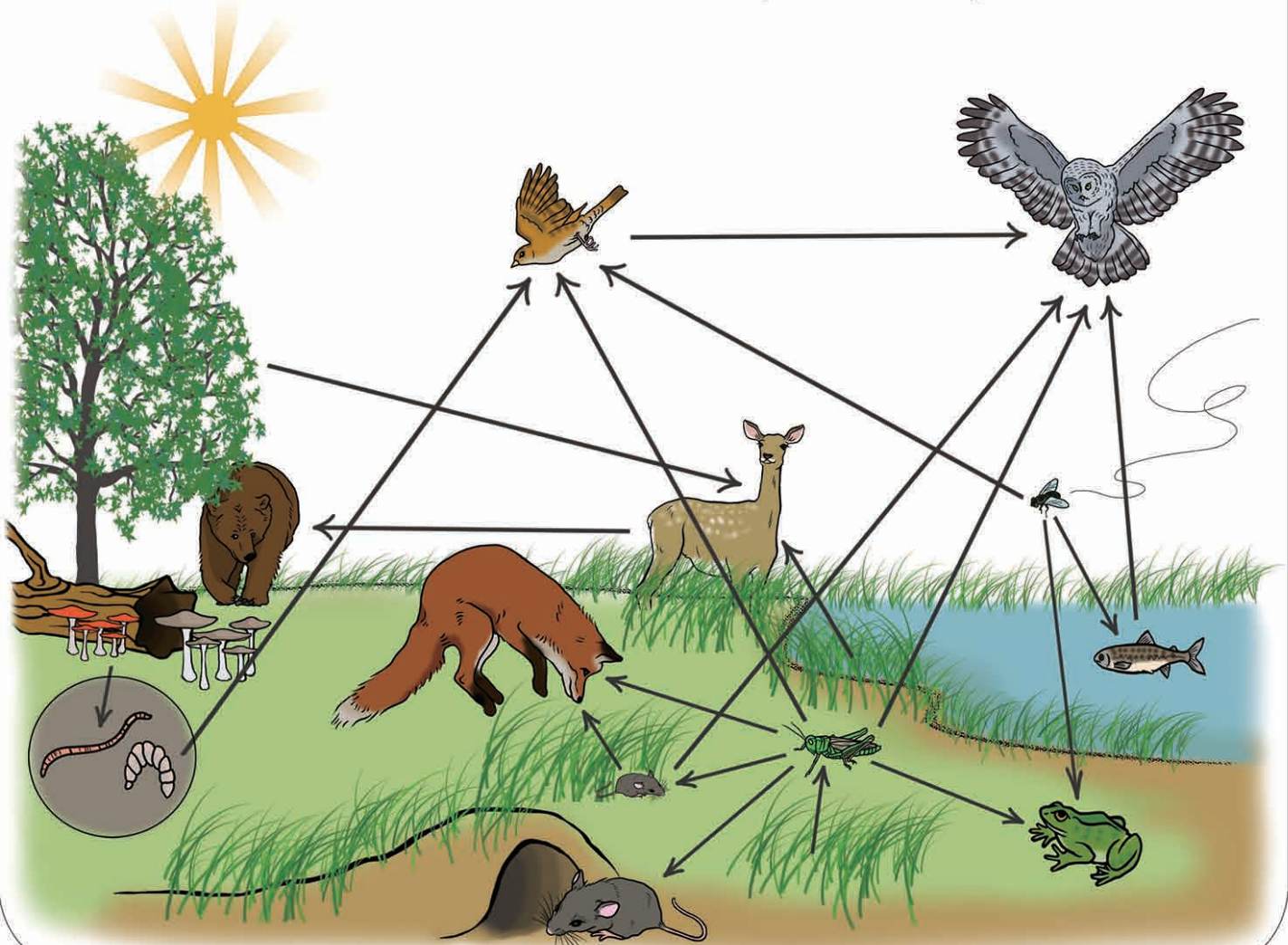
Food Chain (one path of energy)



VS.

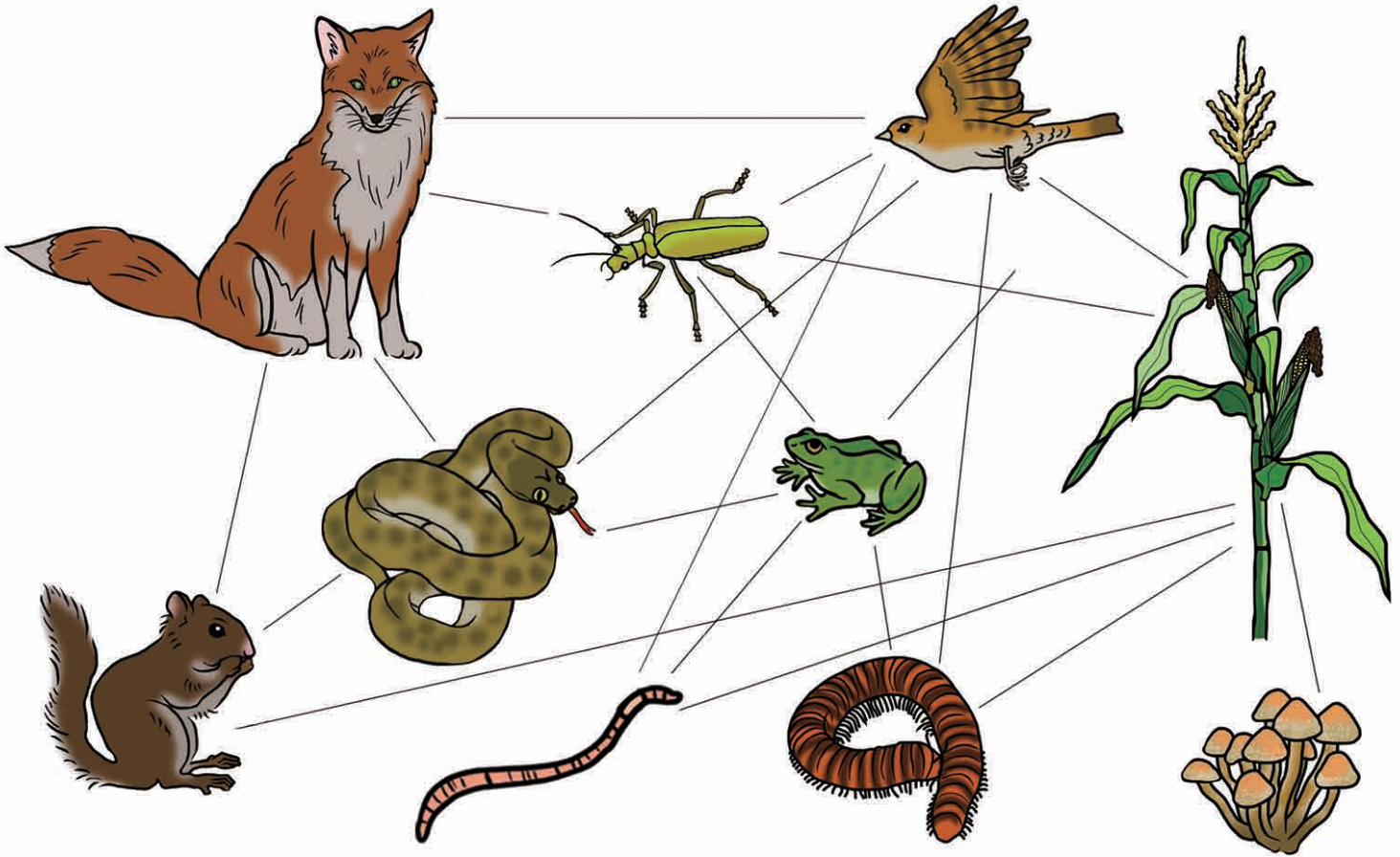
Food Web (multiple paths of energy)

A food web includes many food chains that are connected to one another. It shows that most animals eat and are eaten by more than one species.



Food Web Review

Decide if the animal/organism is a producer, consumer, or decomposer and write it on the chart.
If it is a consumer, make sure you label it herbivore, omnivore, or carnivore.



Producers

Consumers

Decomposers

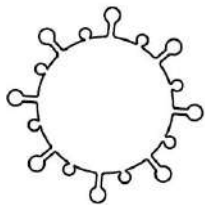
Create a Food Web

Now that you've gotten to know food chains and food webs, it's time to create your own. If you get stuck, do some research online or at a library.

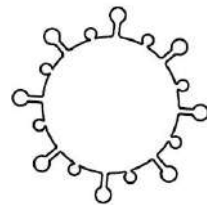
Here's what your food web must have:

- There must be at least seven living things in your web.
- There must be at least two producers, two consumers, and one decomposer.
- All of the plants and animals must be from the same habitat.
- Your food web must contain pictures and names of each living thing.
- The arrows must point from the living thing being eaten to the living thing doing the eating to correctly represent the energy flow.

Create your own!



MY 2020 COVID-19 TIME CAPSULE



Name _____

♡♡ ALL ABOUT ME ♡♡

I AM



YEARS
OLD

My Favorite:

Color: _____

Food: _____

Show: _____

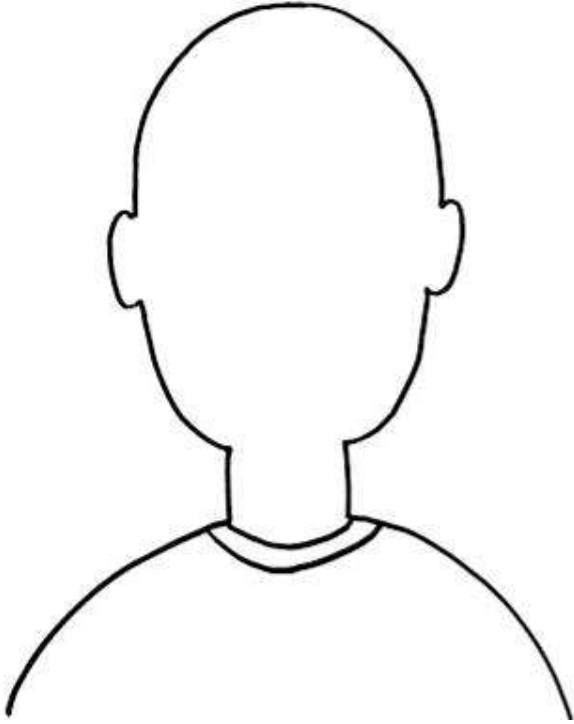
Movie: _____

Book: _____

Date:

When I grow up I want to be:

HOW I'M FEELING



Use this picture to draw
how you're feeling.

Words to describe how
I am feeling:

-
-

The 5 Things I am most excited to when I can leave my house again are:

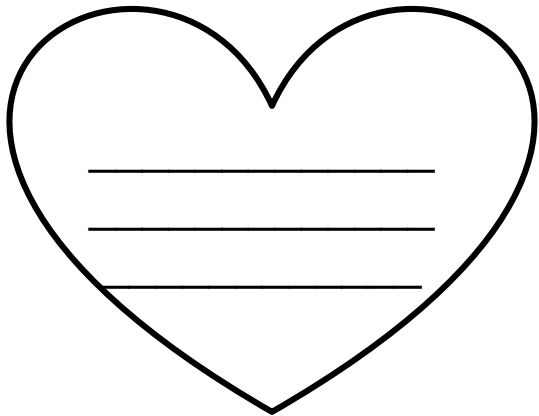
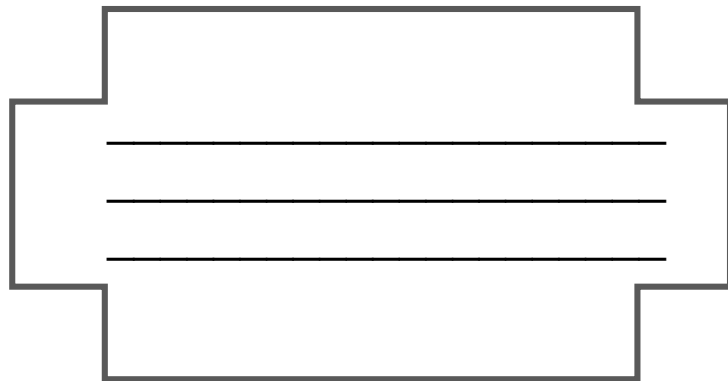
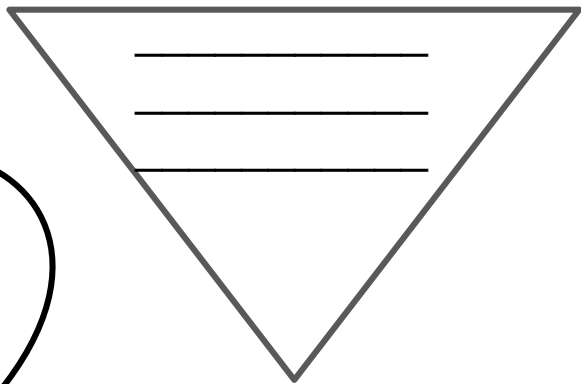
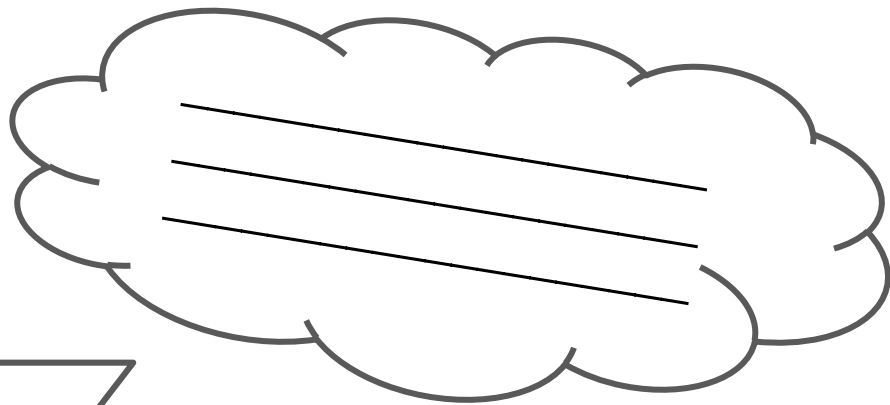
1. _____
2. _____
3. _____
4. _____
5. _____

Draw a picture of one of the things you are looking forward to doing.



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

Things I have been doing to stay busy.



Interview caretaker (parent,
grandparent, aunt/uncle, etc.):

Days spent inside:

What are you most thankful
for during this time?

What has been the
biggest challenge
for you?

LETTER TO MYSELF

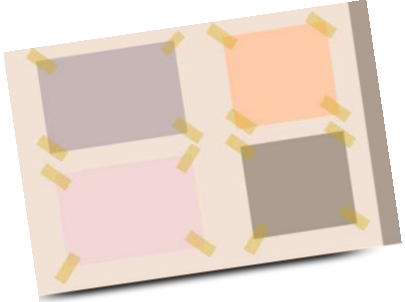
Dear _____,

Sincerely, _____

SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

Date	Event	How You Celebrated



Family/Pet Pictures

Glue or draw pictures of your family and any pets below.



Newspaper clippings

Glue newspaper articles or printed online articles below to document this time

A Journal of My Days

Use the lined paper to journal about your days. Don't forget to date each entry! You can talk about anything: the weather, how you are feeling, things you did that day, anything!

The image shows a blank journal page. On the left side, there is a vertical red line that serves as a margin. The rest of the page is filled with horizontal blue lines, providing a structured space for writing journal entries. The lines are evenly spaced and extend across the width of the page.









Photos from this time:



Photos from this time:

State Interview Questions

1. In which state do you live?
2. What is your connection to the state? Were you born there/grow up there/still live there/used to live there?
3. What different activities can you do because of the geography and climate in your state?
4. How does your state compare to Iowa?
5. What is one of your favorite activities to do in your state?
6. If I plan a trip to your state, what are some interesting places to visit, such as national parks, museums, monuments, historical sites, and landmarks? Share some of your favorite places that only someone from your state might know about.
7. Who are some local legends from your state you could tell me a little more about?
8. What job opportunities exist in your state that I might not be able to find in Iowa?
9. Can you share some of the jobs you or your family members have had in your state?
10. What else can you tell me about your state?



Listening Notes

Instruments I hear: (circle)

Violin	Drum	Harp	Trumpet
Saxophone	Piano	Clarinet	Xylophone
Flute	Guitar	Other: _____	

The tempo is:

Fast Medium Slow Getting Faster Getting Slower

The dynamic is:

Quiet Medium Loud Getting Louder Getting Quieter

The melody:

Moves upward Moves downward Stays on the same note

The style is:

Jazz	Pop	Classical	Country	Rock & Roll
Gospel	Opera	Other: _____		

Other things I notice:
