WGSD
Alternative Method of Instruction
(AMI)

Fourth Grade

Day #4

Student Name: _____

Name: _____

Underline the vowels that make a sound in each word. Then, draw a line to divide the word into syllables.

REMEMBER:

- The silent e does not make a sound at the end of the syllable.
- Two letters can make one vowel sound.
- When you see two consonants between the vowels, divide the word between the two consonants.

1 stampede	2 raccoon	3 combine
4 tadpole	5 invade	6 inhale
7 mistake	8 coffee	9 balloon
10 popcorn	11 sunrise	12 shampoo
13 enjoy	14 magnet	15 steamboat

★ **Read these words to a partner.**

Primary Standard: MO.2.RF.3.A.a - decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
Supporting Standards: 2.RF.3.A.c, 2.RF.3.A.h

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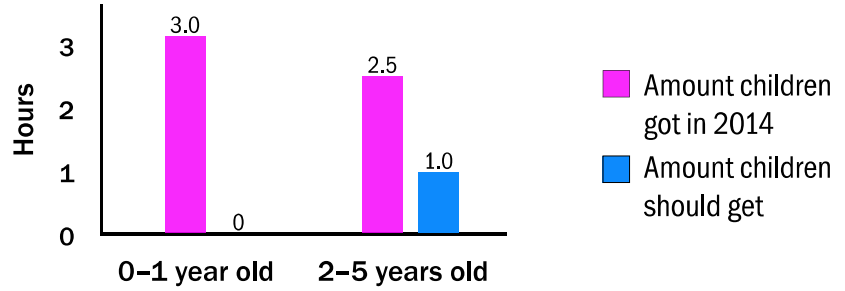
Screen time is time spent watching TV or using phones, tablets, and computers.

Children under five are getting too much screen time. A study released in 2018 found that the amount of screen time children between two and five got remained the same from 1997 to 2014. They got an average of two and a half hours of screen time a day. For children under two, screen time more than doubled between 1997 and 2014. In 2014, they got an average of three hours of screen time a day.

Too much time in front of a screen can hurt the growth of children under five. Studies show that children who get too much screen time usually eat more and get less exercise. They spend less time talking, so they may learn to speak later than their peers. They might get less sleep. Being tired makes it harder to pay attention and remember things.

Screen Time per Day by Age



In 2019, the World Health Organization (WHO) made new guidelines for screen time. This chart shows the amount of screen time WHO suggests for children under five compared with how much screen time children got in 2014.

Source: JAMA Pediatrics, World Health Organization

Children are healthier when they exercise, get enough sleep, and spend time with others. They spend less time on these things when they have too much screen time. Children under five may enjoy getting a lot of screen time. However, too much screen time can do more harm than good.

Do You Know?

Some screen time can be good when children spend it with an adult or another child. Screen time can be used for:

- Video calls with family and friends who do not live nearby
- Watching an educational show with an adult and talking about it
- Playing educational video games with an adult
- Playing family-friendly video games with another child, which helps them learn to work and play together

NAME _____

Read the Story:
"Less Screen Time for Children"

Answer the questions below using complete sentences.

What is "screen time"?
_____ _____ _____ _____

What happens when children spend too much time in front of a screen?
_____ _____ _____ _____

What was the author's purpose in writing this passage? How do you know?

Do you agree with the author's point of view? Why or why not?

Title: *Speed and Energy: How They Are Connected*

Objective:
Students will learn how the speed of an object affects its energy. They will use evidence to construct an explanation that shows the relationship between speed and energy.

Duration: 20–30 minutes

Lesson Steps

1. Introduction Video (5 minutes)

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- What are the similarities and differences of the objects above?

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2. Activity: Investigating Speed and Energy (10–15 minutes)

Provide students with the following task to observe how speed affects the energy of an object.

Materials Needed:

- Small ball (e.g., rubber ball or tennis ball)
- Ruler or measuring tape
- A smooth surface for rolling the ball (table, floor, sidewalk)
- Stopwatch or timer (optional)

Instructions:

1. **Step 1:** Choose a ball and roll it on a smooth surface. Measure and record how far the ball travels when rolled slowly.
2. **Step 2:** Now, roll the ball faster (give it a stronger push) and measure how far it goes.
3. **Step 3:** If you have a timer, try timing the ball as it rolls at both speeds.
4. **Step 4:** Record the difference in distance and time between the slow roll and the fast roll.
5. **Step 5:** Ask yourself, "Which roll traveled farther or faster? How does this relate to the energy the ball has?"

Optional: Try using different objects (like a toy car or a block) and repeat the activity to see how different objects with different speeds behave.

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3. Constructing an Explanation Worksheet (5–10 minutes)

Use your observations to explain the relationship between speed and energy by completing the table below.

Roll Speed	Distance Traveled	Time Taken (optional)	What do you think about the energy of the object at this speed?
Slow			
Fast			

Reflection Question:

- "How did the speed of the object affect how far it traveled or how long it took to move? Use your observations to explain how speed and energy are connected."

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4. Reflection Activity (5 minutes)

Reflect on the activity by answering the following questions:

- "When an object moves faster, what happens to its energy?"
- "Can you think of any other examples where speed affects energy?"
- "How might this connection between speed and energy be important in real life?"

NAME DATE PERIOD

Grade 4, Unit 3, Section B: Additional Practice Problems

1. Use different combinations of sixths to make each sum.

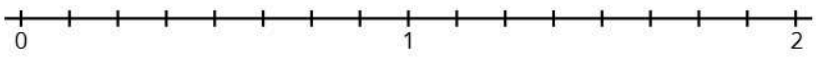
   Put a ✓ in each row to match the correct sum.

Expression		$\frac{7}{6}$	$\frac{9}{6}$	$\frac{4}{6}$
a.	$\frac{1}{6}+\frac{1}{6}+\frac{1}{6}+\frac{1}{6}$			
b.	$\frac{2}{6}+\frac{2}{6}+\frac{2}{6}+\frac{1}{6}$			
c.	$\frac{2}{6}+\frac{2}{6}$			
d.	$\frac{4}{6}+\frac{2}{6}+\frac{1}{6}$			
e.	$\frac{1}{6}+\frac{1}{6}+\frac{5}{6}$			
f.	$\frac{3}{6}+\frac{3}{6}+\frac{2}{6}+\frac{1}{6}$			

(From Unit 3, Lesson 7.)

2. a. Use the number line to represent the expression

$$\frac{4}{8}+\frac{5}{8}$$

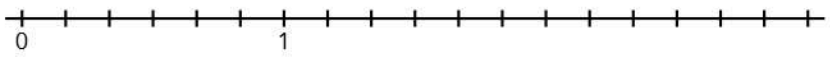


   b. Find the sum.

NAME DATE PERIOD

c. Use the number line to represent the expression

$$2\frac{1}{6}+\frac{1}{6}$$

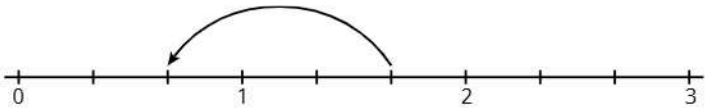


d. Find the sum.

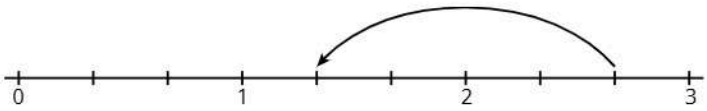
(From Unit 3, Lesson 8.)

3. Match each number line to the difference it represents.

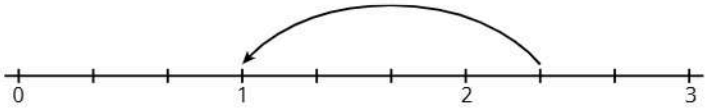
a. $\frac{8}{3}-\frac{4}{3}$ •



b. $2\frac{1}{3}-\frac{4}{3}$ •



c. $\frac{5}{3}-\frac{3}{3}$ •



(From Unit 3, Lesson 9.)

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4. Find the value of each difference.

   a. $5 - \frac{12}{7} =$

   b. $4 - \frac{15}{7} =$

   c. $2 - \frac{9}{7} =$

(From Unit 3, Lesson 10.)

NAME DATE PERIOD

5. Mia is painting a fence that is $16\frac{2}{5}$ meters long. In the morning, she painted $2\frac{4}{5}$ meters of the fence. How can Mia figure out how much more she has left to paint?
Select **all** the decompositions that Mia could use to solve the problem.

A.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{5}$	$2 + \frac{4}{5}$

B.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$15 + \frac{5}{5} + \frac{2}{5}$	$2 + \frac{4}{5}$

C.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$15 + \frac{7}{5}$	$2 + \frac{4}{5}$

D.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{5}$	$2 + \frac{14}{5}$

E.

$16\frac{2}{5} - 2\frac{4}{5}$	
first number	second number
$16 + \frac{2}{5}$	$1 + \frac{4}{5}$

(From Unit 3, Lesson 11.)

Indoor Physical Activity Checklist for Fourth and Fifth Graders

Choose 3 of the activities listed below. Once completed, check the items off of the list.

- **Jump Rope Routines** – Practice different jump rope skills, such as double-unders or crisscross jumps.
- **Ball Toss Challenges** – Toss and catch a ball against a wall or into a target from varying distances.
- **Shadow Boxing** – Create a series of punches and footwork moves to practice.
- **Balance Challenges** – Stand on one foot and try to balance for a minute; switch feet and repeat.
- **Freeze Dance** – Dance to music and freeze when it stops.
- **Stair Stepping** – Use a step or sturdy low platform to step up and down for a cardio workout.
- **Yoga Practice** – Try a yoga routine focusing on flexibility and balance (e.g., warrior pose, downward dog).
- **Mini Obstacle Course** – Set up a simple indoor course to jump over, crawl under, or weave around objects.
- **Plank Challenges** – Hold a plank position and try to beat their previous record.
- **Simon Says with Movements** – Play Simon Says with exercise moves (e.g., “Simon says do 10 squats”).
- **Chair Aerobics** – Perform seated exercises like leg lifts, punches, or arm circles.
- **Dance Routine Creation** – Make up and practice a dance routine to a favorite song.
- **Wall Sits** – Lean against a wall and hold a sitting position for as long as possible.
- **Hula Hoop Games** – Use a hula hoop to spin around the waist or roll and chase it.
- **Sock Bowling** – Set up household items like plastic bottles and knock them down with a soft ball.
- **Skipping Inside** – Skip across the room and back repeatedly.
- **Jumping Challenges** – Jump as far or as high as possible and measure progress.
- **Scavenger Hunt with Movement** – Run or crawl to find hidden objects in the house.
- **Stretching Routine** – Perform stretches for flexibility (e.g., toe touches, butterfly stretch).
- **Animal Walks** – Move across the room like a bear, crab, or frog.
- **Marching in Place** – March in place with high knees for a set time.
- **Chair Dips** – Use a sturdy chair to perform arm dips.
- **Dance Off with Siblings or Self** – Take turns dancing or compete to see who can dance the longest.
- **Push-Up Challenges** – See how many push-ups they can do in a row or over a set time.
- **Lunges Around the Room** – Perform walking lunges across the room and back.
- **High-Intensity Interval Training (HIIT)** – Alternate between 20 seconds of jumping jacks, squats, and rest for 5 minutes.
- **Indoor Track** – Create a path and time themselves running laps around the house or room.

- **Paper Plate Skating** – Place feet on paper plates or cloths and “skate” across smooth floors.
- **Towel Tug of War** – Play tug of war using a towel or blanket with siblings or self-anchor.
- **Ball Balance Challenge** – Balance a ball on a book and walk across the room without dropping it.
- **Ladder Drill with Tape** – Use tape to create a “ladder” on the floor and perform footwork drills like hops or shuffles.
- **Statue Jump Game** – Jump around the room and freeze like a statue when a timer buzzes.
- **Superhero Pose Practice** – Strike superhero poses while holding stretches (e.g., arms up, one knee bent forward).
- **Mirror Movements** – Stand in front of a mirror and mimic their movements as if they’re playing against a reflection.
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Grade 4 - Day 4

Art

Design and build a small sculpture using clay, playdough, or papier-mâché.
Create a model of a famous landmark using cardboard or craft sticks.
Make a wearable piece of art (e.g., a mask, crown, or bracelet).
Construct a diorama of a historical or fantasy scene.

Music

Research a famous composer or musician and write down three interesting facts.
Learn about a musical instrument you've never played before.
Explore the history of a song you like and find out when it was written.
Watch a video of a live musical performance and describe the energy of the performers.