WGSD
Alternative Method of Instruction
(AMI)

Fourth Grade

Day #5

Student Name: _____

Name: _____

Read the words at the top of the page. Circle the suffix in each word. Then, write the word in the box with the same suffix.

beaches	joyful	endless	harmless
helpful	gladly	glasses	lonely
benches	slowly	grateful	painless

1

es

dishes

2

ful

useful

3

less

spotless

4

ly

swiftly

★ **Choose one word from each box and write a sentence for it.**

Primary Standard: MO.2.RF.3.A.f - reading words with common prefixes and suffixes
Supporting Standards: 2.R.1.A.e, 4.RF.3.A.b

I Didn't Do It!

So here I am, alone in my room, grounded for more days than I can count because of Darren. It doesn't matter what I say, though—Mom is never going to believe me. Here's what really happened.

It was hot today, so Darren said we should play in the sprinkler. It's not my fault the yard is dirt right now. It's also not my fault that water and dirt make mud.

I don't care what nosy Mrs. Jenkins next door says she saw. Darren was the first one to see how far he could throw the mud wads. I told him not to throw them toward the house, but he didn't listen. If I threw any mud at the house, it was by accident.

Mrs. Jenkins also said she saw me bringing the sprinkler into the house. It was Darren who said we shouldn't be outside without sunscreen, just like Mom always tells me. He dragged the sprinkler into the kitchen, even though I told him not to. We didn't get sunburned, but Mom didn't think that was a good enough reason.

Mom says I need to be responsible for my own actions and stop blaming Darren. It's not my fault she and nosy Mrs. Jenkins can't see him. Imaginary friends can be such a pain.

NAME _____

Read the Story:

"I Didn't Do It!"

Answer the questions below using complete sentences.

Who are the characters in the story? Which character is the narrator?
_____ _____ _____ _____

What does the narrator claim is not his fault?
_____ _____ _____ _____

How would this story be different if Mrs. Jenkins was the narrator?

What did you learn about Darren in the last paragraph? Why is this an important detail in the story?

Objective:
Students will learn about the properties of waves, including amplitude and wavelength, and how waves can cause objects to move. They will create a model of waves to describe patterns of movement in the environment.

Duration: 20–30 minutes

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1. **Read the Attached article.**

2. **Answer the following questions**
    a. **What are some types of waves?**
    b. **What are the parts of the wave?**

NAME DATE PERIOD

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

1. a. Mai mixes packets of grain and fruits to make two bags of bird food. Which bag is heavier?

   A. Three $\frac{1}{4}$-pound packets of grain and one $\frac{1}{3}$-pound packet of fruit.

   B. Two $\frac{1}{2}$-pound packets of grain and two $\frac{1}{3}$-pound packets of fruit.

   b. Show or explain your reasoning.

(From Unit 3, Lesson 15.)

2. Match the sums to the correct expression.

a. $\frac{3}{10} + \frac{2}{10}$	• $\frac{39}{100}$
b. $\frac{6}{10} + \frac{15}{100}$	• $\frac{97}{100}$
c. $\frac{19}{100} + \frac{2}{10}$	• $\frac{50}{100}$
d. $\frac{7}{100} + \frac{9}{10}$	• $\frac{75}{100}$

(From Unit 3, Lesson 16.)

NAME DATE PERIOD

3. Find the missing tenth or hundredth in each equation.

a. $\frac{32}{100} + \frac{8}{10} =$ _____

b. _____ $+ \frac{5}{10} = \frac{54}{100}$

c. $\frac{7}{10} + \frac{77}{100} =$ _____

d. _____ $+ \frac{13}{100} = \frac{43}{100}$

NAME DATE PERIOD

(From Unit 3, Lesson 17.)

4. a. Find the value of each expression. Show or explain your reasoning.

A. $\frac{22}{100} + \frac{2}{10} + \frac{6}{100} =$

B. $\frac{7}{100} + \frac{4}{10} + \frac{5}{10} =$

C. $\frac{8}{10} + \frac{65}{100} + \frac{7}{10} =$

NAME DATE PERIOD

b. Find the value of each expression. Show or explain your reasoning.

D. $1\frac{33}{100} + \frac{2}{100} + 2\frac{26}{100} =$

E. $\frac{12}{100} + \frac{2}{10} + \frac{71}{100} =$

F. $\frac{45}{100} + \frac{5}{10} + \frac{11}{100} =$

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 5

Art

Combine drawing, painting, and collage to make a layered art piece.
Use recycled materials (e.g., cardboard, newspaper, or fabric) to create a textured collage.
Make a vision board or mood board using cutouts and drawings.
Create a mixed-media self-portrait that includes photos, drawings, and words.

Music

Create a simple dance or movement routine to a favorite song.
Practice conducting by following the beat of a piece of music.
Move around the room to match the mood or rhythm of a song.
Teach a family member a dance or clapping game to go with a song.

Describing Water Waves

Chapter 1

Look at the surface of the puddle of water. In the picture on the left, it is as smooth as glass. There is no motion in the water. No visible changes are happening on its surface. In the picture on the right, moving feet introduce energy of motion.

Big Question

How does the energy of water waves cause a change?

The boots contact the water, and energy is transferred from the boots to the water and causes a change. What change does it cause? It causes a disturbance in the water that we can see. A **wave** forms that moves out through the water in all directions. Water waves move away from the place they start and transfer energy from one place to another in predictable patterns.

Vocabulary

wave, n. a disturbance that transfers energy through matter or through space

Word to Know

A *disturbance* is an interruption of stillness.

Energy from Wind Produces Waves in the Ocean

Imagine that you are in the middle of the ocean. What would you expect to see? Water in the ocean is never still. The surface of the water is always rippled with waves. Some of the waves are low and gentle. Other waves become very tall and steep.

What causes ocean waves? The waves you can see on the ocean's surface are caused mostly by wind. Wind is moving air—it has energy of motion. When the air moves across the surface of the water, the wind pushes on the ocean, and energy transfers to the water. As the air continues to move, more and more energy is transferred to the water, sometimes creating giant waves! This motion energy then moves through the water as waves.

As waves move through water, objects floating on the water's surface bob up and down. A surfer rises as the wave pushes the board up. The surfer moves forward as the wave pushes the board toward the shore.

Energy transfers through the water as the surfer floats on the surface. The movement of the water causes the position of the surfer to change.

Waves Have Characteristics

A wave is not a random transfer of energy from place to place. Waves display regular patterns. If you look carefully at a set of waves, you can see that they have a repeating structure. You can identify different wave parts to describe a wave by its properties. Identifying and measuring different characteristics of a wave is especially helpful when scientists compare different waves.

Vocabulary

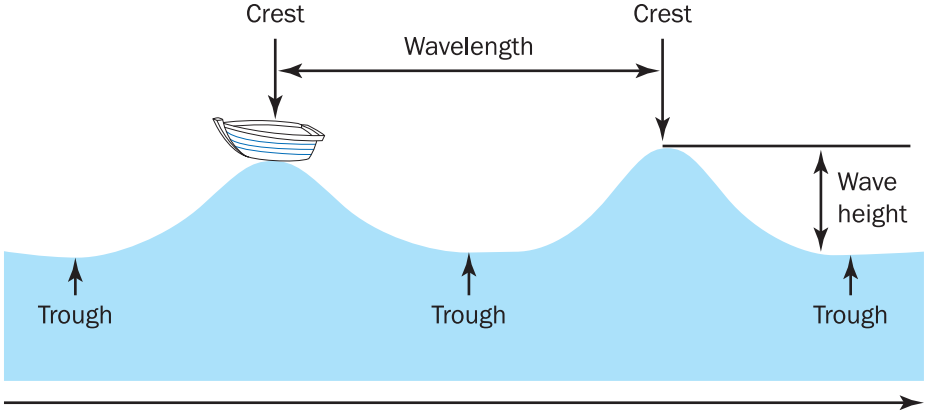
crest, n. the highest part of a wave

trough /trof/**, n.** the lowest part of a wave

wavelength, n. the distance from one crest to the next crest of a wave

wave height, n. the vertical distance from the top of the crest to the bottom of the trough of a wave

Let's look at a typical water wave from the side. Like most ocean waves, this wave was started when wind pushed on the surface of the ocean. The highest part of a wave is called the **crest**. The lowest part of a wave is called the **trough**. The length of a wave, from one crest to the next crest, is called a **wavelength**. The distance from the top of the crest to the bottom of the trough is called the **wave height**.

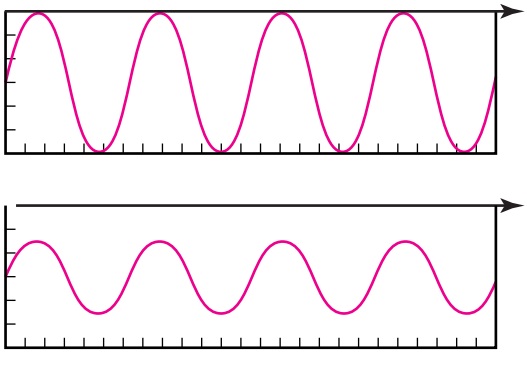


In this wave, energy is moving through the water from left to right, from in front of the boat to behind it.

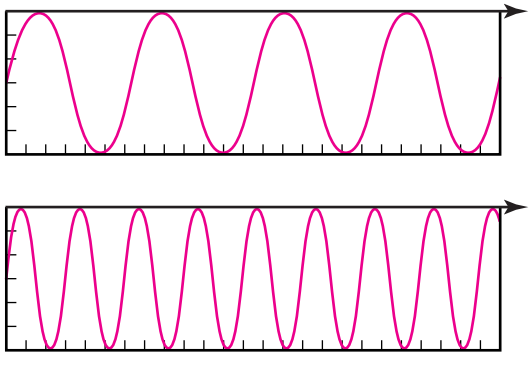
Waves Differ in Size and Speed

Different size waves have different properties. Crests can be high or low. Troughs can be deep or shallow. Wavelengths can be long, with a large distance from one crest to the next. Or wavelengths can be short, with crests occurring more closely together.

Scientists and engineers use models of waves to help them discuss different kinds of waves and the different kinds of change that they can cause. Big water waves cause greater changes than smaller waves. A wave with a high crest, a deep trough, and short wavelength can toss a boat about for an unpleasant ride!



These two waves have the same wavelength but different heights.



These two waves have the same height but different wavelengths.

The speed of energy transfer through water varies as well. Several crests may pass by a given location in a short time, meaning the wave is moving quickly. Or fewer crests may pass by a given location in the same amount of time, meaning the wave is moving slowly. Look at the bottom wave pictured in each pair of images on this page. In which of these waves do the crests occur more frequently? How do you know?