WGSD
Alternative Method of Instruction
(AMI)

Fourth Grade

Day #6

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.

selfish	darken	basement	fallen
payment	darkness	foolish	neatness
shipment	madness	lessen	pinkish

1 **ment** pavement	2 **ness** fitness
3 **ish** childish	4 **en** shorten

★ **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

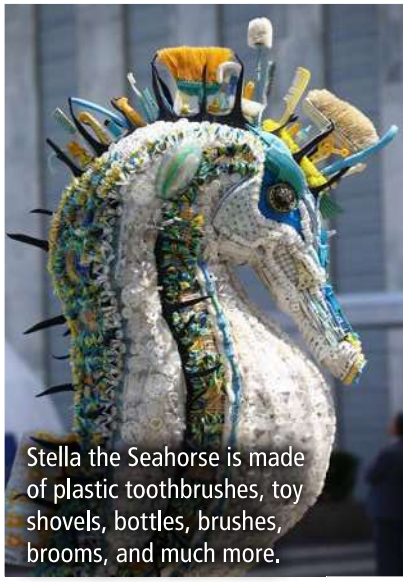
Each year, billions of pounds of garbage end up in the oceans. Some of this trash washes up on beaches.

Garbage Art

Sometimes people throw away water bottles or other plastic. They do not recycle their garbage. People may not know that wind and rain can move garbage from land to sea. Plastic takes a very long time to break down. It can remain in the oceans for hundreds of years. Plastic pieces are very dangerous to sea animals.

Lidia the Seal shows how plastics and netting can harm sea life.

One group, Washed Ashore, found a way to tell people about the problems in the oceans. First, they take the garbage from a beach. Then, they clean and sort it. Finally, they work with the plastic pieces to make huge works of art. The artwork is mostly of sea creatures.



Stella the Seahorse is made of plastic toothbrushes, toy shovels, bottles, brushes, brooms, and much more.

Priscilla the Parrotfish shows how pollution is a danger to her coral reef home.

Washed Ashore has created more than seventy of these works of art. Some of them are now traveling in a show all over the United States. Each piece shows the effects of trash.

In one show, people learn how plastic fools fish and other sea animals. They think the plastic is food, eat it, and get very sick or even die.

This would not happen if people used less plastic and did not litter. The plastic would not end up in the ocean.

Sebastian James the Puffin, a seabird, shows the dangers of being caught in a fishing net.

Only 14% of plastic is recycled; 95% of plastic is used only once before it is thrown away.

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NAME _____

Read the Story:
"Garbage Art"

Answer the questions below using complete sentences.

What happens when people throw away garbage instead of recycling it?
_____ _____ _____ _____

How long can plastic remain in the ocean? Why is plastic dangerous to sea animals?
_____ _____ _____ _____

What does Washed Ashore teach people through their art? Why do you think the artwork is mostly of sea creatures?

Washed Ashore has created more than seventy pieces of art. Based on this fact, what can you infer about trash in the ocean?

Title: *Nature's Design: How Structures Help Plants and Animals Survive*

Objective:
Students will learn how internal and external structures of plants and animals help them survive, grow, reproduce, and behave. They will use evidence to construct an argument explaining these functions.

Duration: 20–30 minutes

Lesson Steps

1. Introduction

- **External Structures:**

- **Internal Structures:**

Look at the images above and answer the following question:

- How do you think external (outside) and internal (inside) structures help a living thing survive?

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2. Activity: Observing Plant and Animal Structures (10–15 minutes)

Provide a task for students to observe and analyze plant and animal structures.

Materials Needed:

Instructions:

1. Look at the pictures of plants and animals above. Focus on their external and internal structures.
2. Pick two organisms (one plant and one animal). Write down or draw their important structures and explain how they help the organism survive, grow, behave, or reproduce.
3. Use the worksheet template to record your observations.

Organism	**Structure (internal or external)**	**Function (Survival, Growth, Behavior, Reproduction)**	**Explanation**

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3. Constructing an Argument

Use their observations to construct an argument. Provide the following prompt:

- "Based on your observations, explain how the structures of plants and animals help them survive, grow, reproduce, or behave."
- "Use evidence from your worksheet to support your explanation. For example, if a bird's feathers help it survive, explain how and why this is important."

Sample Argument:
"A bird’s feathers are an external structure that helps it survive by keeping it warm in cold weather and helping it fly to escape predators. Similarly, a cactus’s spines protect it from being eaten and prevent it from losing too much water in the desert. These structures are important for the survival of these organisms in their environments."

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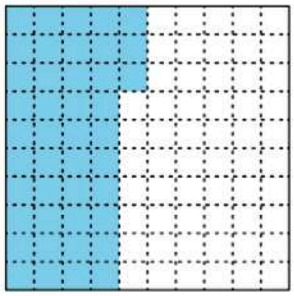
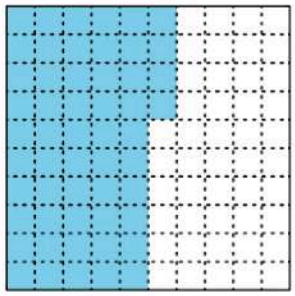
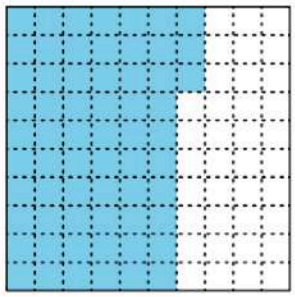
Grade 4, Unit 4, Section A: Additional Practice Problems

1. Match the fraction, decimal, or diagram that represents the same value.

a. 

b. $\frac{33}{100}$

c. 0.54

- 
- 
- $\frac{43}{100}$
- 0.33
- 0.45

(From Unit 4, Lesson 1.)

2. Decide if each pair is equivalent.

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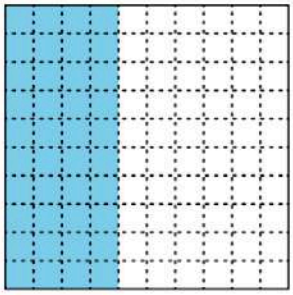
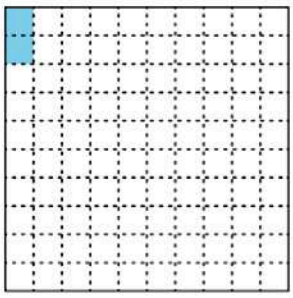
- $\frac{3}{10}$ and $\frac{30}{100}$ Equivalent Not Equivalent

- 0.5 and $\frac{5}{100}$ Equivalent Not Equivalent

- $\frac{4}{10}$ and  Equivalent Not Equivalent

- $\frac{2}{10}$ and  Equivalent Not Equivalent

(From Unit 4, Lesson 2.)

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3. Decide if each comparison is true or false.

a.	$2.3 < 2.30$	True	False
b.	$0.4 < 0.41$	True	False
c.	$0.07 > 0.20$	True	False
d.	$2.64 > 2.09$	True	False
e.	$5.80 = 5.8$	True	False
f.	$7.06 = 7.60$	True	False

(From Unit 4, Lesson 3.)

4. Which numbers are in order from least to greatest?

Circle **all** that apply.

A. 0.42, 0.62, 0.64, 4.02, 6.04, 6.40

B. 0.08, 0.90, 0.18, 0.19, 1.80, 1.09

C. 0.10, 0.11, 1.05, 1.10, 1.15, 1.50

D. 0.03, 0.30, 0.37, 1.03, 1.07, 1.37

E. 0.56, 0.55, 0.50, 1.50, 1.06, 1.56

(From Unit 4, Lesson 4.)

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5. Use the given numbers to complete the number lists so that they are in order from least to greatest.

a. $\frac{12}{10}$, _____, $\frac{134}{100}$, _____, $\frac{8}{5}$

b. _____, 1.5, $\frac{16}{10}$, $\frac{173}{100}$, _____

c. $\frac{2}{5}$, _____, _____, 1.42, $\frac{15}{10}$

1.21	$\frac{9}{5}$	$\frac{14}{10}$	$\frac{111}{100}$

(From Unit 4, Lesson 5.)

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 6

Art

Create a realistic portrait of a family member, friend, or pet.
Draw a detailed scene from a book, movie, or your imagination.
Experiment with shading and hatching to add depth to your drawing.
Sketch a still life with objects that have different textures (e.g., glass, fruit, fabric).

Music

Create your own musical instrument at home.
Try taking a plastic bottle and blow across the top, it will make a sound. This is similar to how you play a flute. Keep your lips relaxed on the inside by saying pooh (Like Winnie the Pooh) to make a good sound. You may need to experiment with where you put your mouth and the way your air is aiming across the opening. The smaller opening like a water bottle is a good one. If you get different size bottles, or put different amounts of liquid in them, you can make more than one sound. You can play a song using the different sounding bottles. This goes back to the old time bands that had someone play the jug!