Fourth Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a “new normal”. Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child’s teacher will also be providing learning support during this time.

Please remember, all activities are optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Estimados Padres,

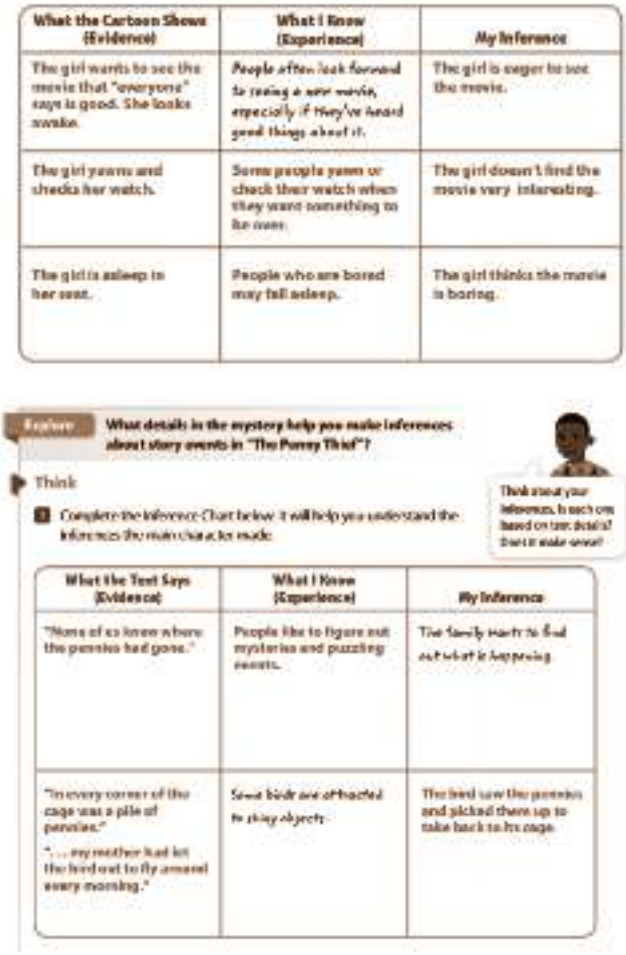
Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

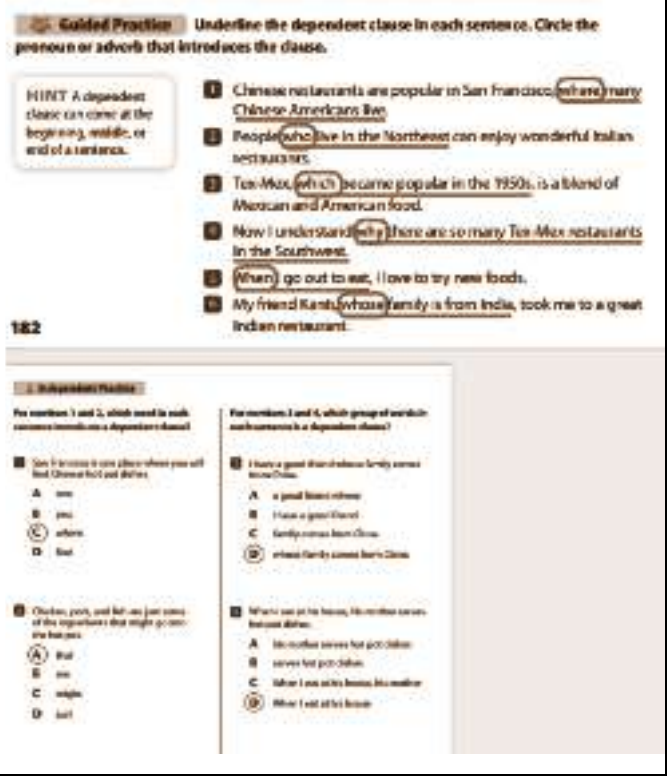
Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

Grade: 4th **Subject: English Language Arts** **Week of: May 4**

STANDARD	ACTIVITY	LESSON SUPPORT
RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Reading:** Complete iReady Lesson 12 - Supporting Inferences about Literary Texts and the supporting activities. (pages 176-179)  **Think Aloud** - The chart gives me the first inference: the family wants to find out what is happening. So, I need to read closely to find new evidence that supports it. I find the first piece of evidence at the end of paragraph 2. The narrator says, "None of us knew where the pennies had gone." Using the Close Reader Habit, I'll underline that detail in the text and then write it in the What the Text Says box. - Next, I'll think about what I know from personal experience. I know that when something mysterious happens, I'm not happy until I figure out what's going on. Most people I know are like that. I'm going to write "people like to figure out mysteries and puzzling events" in the What I Know box. - When I put the two pieces of evidence together, I see that they support the inference that the family wants to find out what is happening.	Answer Key:  **What the Cartoon Shows (Evidence)** / **What I Know (Experience)** / **My Inference** The girl wants to see the movie that "everyone" says is good. She looks awake. — People often look forward to seeing a new movie, especially if they've heard good things about it. — The girl is eager to see the movie. The girl yawns and checks her watch. — Some people yawn or check their watch when they want something to be over. — The girl doesn't find the movie very interesting. The girl is asleep in her seat. — People who are bored may fall asleep. — The girl thinks the movie is boring. **Explore** What details in the mystery help you make inferences about story events in "The Penny Thief"? Think Complete the Inference Chart below. It will help you understand the inferences the main character made. Think about your inferences. Is each one based on text details? Does it make sense? **What the Text Says (Evidence)** / **What I Know (Experience)** / **My Inference** "None of us knew where the pennies had gone." — People like to figure out mysteries and puzzling events. — The family wants to find out what is happening "In every corner of the cage was a pile of pennies." / "... my mother had let the bird out to fly around every morning." — Some birds are attracted to shiny objects — The bird saw the pennies and picked them up to take back to its cage.
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Writing:** This week your child will begin learning how to write a persuasive essay. One strategy that is helpful for students to begin planning a persuasive essay is to use a planning tool called "Boxes and Bullets" (See image example of this strategy in the "Lesson Support" column) Begin by coming up with a personal opinion that both you and your child agree on. (Ex: "I love ice cream." "I like playing soccer during recess." etc.) Write the thesis (opinion) you chose in the "box" and leave the "bullets" blank. Give your child time to think about reasons that would support the thesis and ask for them to share. After sharing, add the reasons to the "boxes and bullets" chart and model for your child how to verbally state the thesis and a "bullet" together. ("I like playing	**Box and Bullets Example** **Thesis:** Playing soccer at recess is a fun activity. **Reasons:** 1. 2. 3. ** This is just an example to make it easier to follow along with the lessons. Please choose an opinion that you and your child both agree on to complete your own thesis writing.

	soccer at recess because …) Repeat and have your child continue to practice saying each reason statement they can list.	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.	**Word Study:** Complete iReady Lesson 1 - Relative Pronouns and Adverbs (page 182-183)	Answer Key:  **Guided Practice** Underline the dependent clause in each sentence. Circle the pronoun or adverb that introduces the clause. HINT A dependent clause can come at the beginning, middle, or end of a sentence. 1 Chinese restaurants are popular in San Francisco, where many Chinese Americans live. 2 People who live in the Northeast can enjoy wonderful Italian restaurants. 3 Tex-Mex, which became popular in the 1950s, is a blend of Mexican and American food. 4 Now I understand why there are so many Tex-Mex restaurants in the Southwest. 5 When I go out to eat, I love to try new foods. 6 My friend Kanta, whose family is from India, took me to a great Indian restaurant. 182 Independent Practice For numbers 1 and 2, which word in each sentence introduces a dependent clause? 1 San Francisco is one place where you will find Chinese food and dishes. A one B you C where D find 2 Chicken, pork, and fish are just some of the ingredients that might go into the hot pot. A that B are C might D just For numbers 3 and 4, which group of words in each sentence is a dependent clause? 3 I have a good friend whose family comes from China. A a good friend whose B I have a good friend C family comes from China D whose family comes from China 4 When I was at his house, his mother served Chinese dishes. A his mother served hot pot dishes B served hot pot dishes C When I was at his house, his mother D When I was at his house

NCSCS RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Lesson 12
Supporting Inferences About Literary Texts

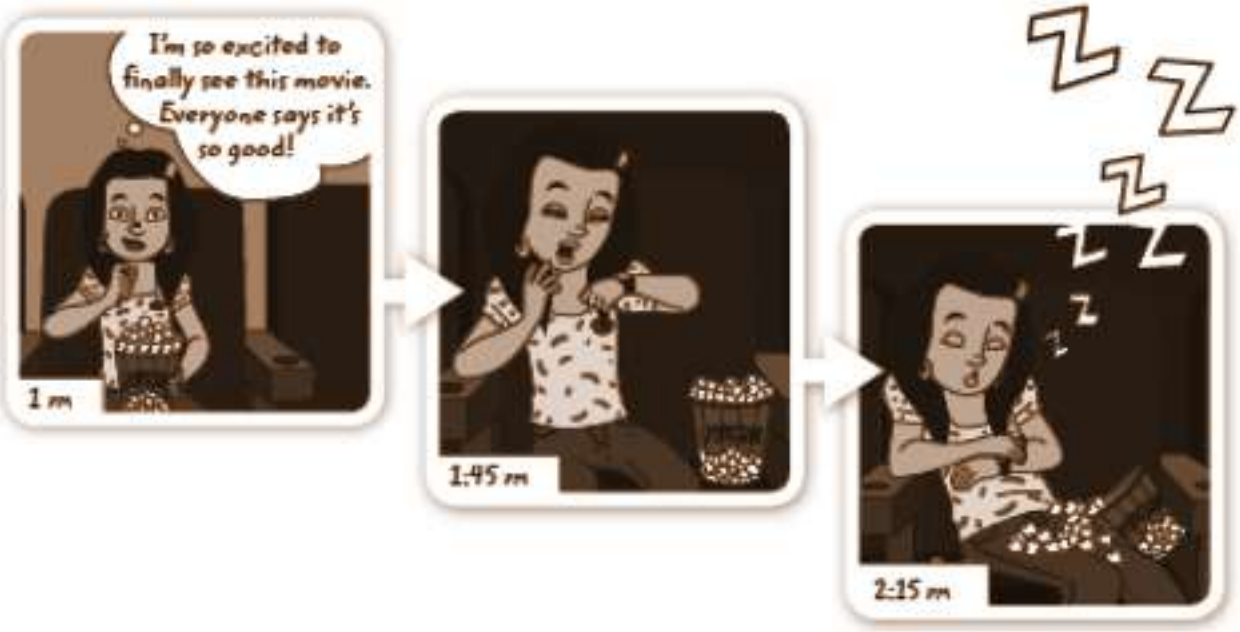
Learning Target

Use story details and examples to explain what the story says and to support inferences you make.

Read An **inference** is a reasonable guess you've figured out based on what you already know and the **details** of what you see or read. When you make an inference, be sure you can support it with **evidence**, or details and **examples** given in the text.

Readers make inferences to figure out what a story does not say directly. Evidence from a text can often help you understand something that an author hints at but does not state directly.

Look at the cartoon below. What inferences can you make about the girl? Which details help you figure out her feelings?



Think What have you learned about using details to make inferences? Consider what happens in the cartoon. How does the girl eventually feel about the movie? Use what you figured out about the girl to complete the *Inference Chart* below. Make inferences based on the details in the cartoon and what you already know.

What the Cartoon Shows (Evidence)	What I Know (Experience)	My Inference
	People often look forward to seeing a new movie, especially if they've heard good things about it.	

Talk Did you and your partner write the same things in the "What I Know" column? How did that information affect what you wrote in the "What the Cartoon Shows" column? How did the evidence help you make inferences?

Academic Talk
Use these words to talk about the text.

- inference
- details
- evidence
- examples

Read

Genre: Mystery

The Penny Thief

by Charlotte Fairchild

1 My family got a parakeet on the very day that we moved into our new apartment. On our first night in the new place, we tried to name our new pet. I wanted to call it Tweetie, but no one else liked that name. We couldn't find a name that everyone agreed on, so we agreed to think about it for a while.

2 My father always emptied his pocket change into a large glass bowl in the hallway. When we wanted money for this or that, he would count it out for us from the bowl. The very next night, as he tossed his change into the bowl, he mumbled, "Funny! I'm sure there were mostly pennies on top." None of us knew where the pennies had gone.

3 Every day that week, my father complained that someone was taking pennies from his bowl. We all pleaded ignorance. And every day that week, we discussed a new name for our pet.

4 At the end of the week, we took everything out of the birdcage to clean it. In every corner of the cage was a pile of pennies. That's when we learned that my mother had let the bird out to fly around every morning. "Penny thief!" my father cried. And our pet was named on the spot.

Close Reader Habits

As you read, **underline** the details the characters used as clues to figure out what happened to the pennies.

Explore **What details in the mystery help you make inferences about story events in "The Penny Thief"?**

Think about your inferences. Is each one based on text details? Does it make sense?

Think

1 Complete the Inference Chart below. It will help you understand the inferences the main character made.

What the Text Says (Evidence)	What I Know (Experience)	My Inference
		The family wants to find out what is happening.
	Some birds are attracted to shiny objects.	

Talk

2 As you read the story, what inferences did you make about the missing pennies? What text details supported your inferences?

Write

3 **Short Response** Explain what inferences you made about the parakeet. Include at least **two** pieces of text evidence to support your answer. Use the space provided on page 182 to write your response.

HINT To explain your inferences, give story clues that tell about what the parakeet does.

Persuasive Essay - Box and Bullets

Thesis:

Reasons:

1. **1.**
2. **2.**
3. **3.**

Lesson 1
Relative Pronouns and Adverbs

L.4.1a: Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Introduction A **clause** is a group of words with a subject and a predicate. Some sentences include a **dependent clause**, which depends on, or gives more information about, the main clause. A dependent clause cannot stand alone as a sentence.

main clause	dependent clause
[Some restaurants offer meals]	[that come from different countries.]

- The **pronouns** *who, whose, whom, which,* and *that* can introduce a dependent clause. Use *who, whose,* and *whom* when talking about people. Use *that* and *which* when talking about things or places.

Many immigrants have a recipe that they brought from another country.

The recipe might have come from relatives who lived long ago.

- The **adverbs** *where, when,* and *why* can also introduce a dependent clause.

When Gina's parents lived in Italy, they owned restaurants.

Guided Practice **Underline the dependent clause in each sentence. Circle the pronoun or adverb that introduces the clause.**

HINT A dependent clause can come at the beginning, middle, or end of a sentence.

1. Chinese restaurants are popular in San Francisco, where many Chinese Americans live.
2. People who live in the Northeast can enjoy wonderful Italian restaurants.
3. Tex-Mex, which became popular in the 1950s, is a blend of Mexican and American food.
4. Now I understand why there are so many Tex-Mex restaurants in the Southwest.
5. When I go out to eat, I love to try new foods.
6. My friend Kanti, whose family is from India, took me to a great Indian restaurant.

Independent Practice

For numbers 1 and 2, which word in each sentence introduces a dependent clause?

1 San Francisco is one place where you will find Chinese hot pot dishes.

- **A** one
- **B** you
- **C** where
- **D** find

2 Chicken, pork, and fish are just some of the ingredients that might go into the hot pot.

- **A** that
- **B** are
- **C** might
- **D** just

For numbers 3 and 4, which group of words in each sentence is a dependent clause?

3 I have a good friend whose family comes from China.

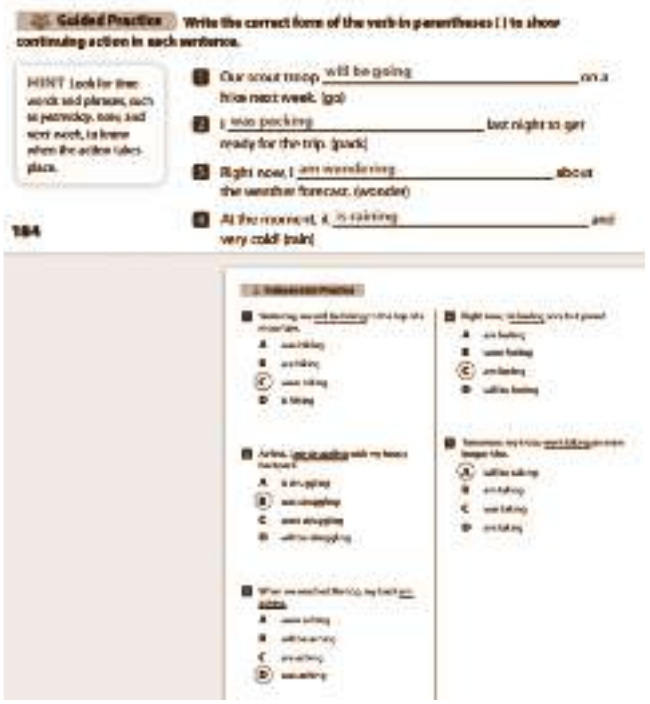
- **A** a good friend whose
- **B** I have a good friend
- **C** family comes from China
- **D** whose family comes from China

4 When I eat at his house, his mother serves hot pot dishes.

- **A** his mother serves hot pot dishes
- **B** serves hot pot dishes
- **C** When I eat at his house, his mother
- **D** When I eat at his house

Grade: 4th **Subject: English Language Arts** **Week of: May 11**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	**Reading:** Complete iReady Lesson 11-Summarizing Literary Texts and the supporting activities. (pages 162-165)	Answer Key:  Think To summarize the story think about which details are important, and which details are not. List important details in the chart below. Then use them to write a summary that includes the story's theme. Characters: Dan, an American boy, and James, an English boy Settings: Dan's house Who Tells the Story?: Dan Important Events: - James can't find his jacket and says he thinks he left it in the boot. - Dan looks for James' jacket in his boots. - James laughs and says that in England they call the trunk of a car the boot. - Dan learns that some English words are used differently in England. Theme: Good lessons can be learned from mistakes. Summary: Sample: James and Dan decide to go to the park. James says that he left his jacket in the boot. Dan is confused. James, who is from England, explains that, in England, a boot is the trunk of a car. The story shows that good lessons can be learned from mistakes. Explore Which details should be included in a summary of "The Mix-Up"? Think Complete the chart below by adding the most important details and the story's theme. Some details are more important than others. Focus on the main characters and the lesson you can learn from the story. Characters: James, James's mom, Great Aunt Sally Settings: James's house and neighborhood Who Tells the Story?: A narrator outside the story Important Events Sample responses: • James announces she is going for a bike ride. • James's mom asks her to deliver birthday presents to relatives. • James delivers the presents without knowing which present goes to which relative. • James and her mom go to visit Great Aunt Sally. • Mom notices that Great Aunt Sally is wearing the jersey meant for her nephew and is unhappy. Theme Sample response: It's worth taking the time to get things right.
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**Writing:** Return to the box and bullets chart from last week with your child. Model that this box and bullet structure can not stand alone as a paragraph by reading just the box and bullets, as 4 single sentences. Evidence and support are needed. Model how to come up with three pieces of evidence to support the first bullet. Read the box and first bullet again, this time adding the evidence to allow your child to hear the difference. Your child should come up with evidence for the remaining two bullets and practice	**Box and Bullets Example (Week of May 4th)** **Thesis:** Playing soccer at recess is a fun activity. **Reasons:** 1) Soccer is a team sport 2) I can practice and learn new skills 3) It's great exercise **Box and Bullets Example (This Week: May 11th)** **Thesis:** Playing soccer at recess is a fun activity. **Reasons:**

	"reading" the paragraph aloud with someone. (Evidence can be added to the chart started last week.)	4) Soccer is a team sport ● Everyone has an equal chance to play ● There are different positions for people to play ● Players have to help and support one another to win the game 5) I can practice and learn new skills ● ● ● 6) It's great exercise ● ● ●
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.	**Word Study:** Complete iReady Lesson 2 - Progressive Verb Tenses (page 184-185)	Answer Key: 

Lesson 11
Summarizing Literary Texts

Learning Target

Summarizing helps you identify the most important events, details, and themes in a story or play.

Read When you **summarize** a literary text, you briefly retell story details and events in your own words.

A good summary includes only important details. It tells about main **characters**, **settings**, important **events**, and the **theme** of the story.

Read the story below. Think about which details are most important. Which details would you include if you were telling a friend about the story?

A Jacket in the Boot

My friend James moved here from England a year ago. One rainy day his mother dropped him off at my house. He trudged in the door and took off his boots. Later, when we decided to go to the park, James couldn't find his rain jacket. Then he said, "Uh-oh, I think I left it in the boot." I looked at him, puzzled. Then I shrugged and picked up one of his boots to see if his jacket was stuffed inside it.

James burst out laughing. "Put that down, Dan," he said. "In England, we call the trunk of a car a boot. That's where I left my jacket!"

This is how I learned that two people can speak the same language and still not understand each other. But mistakes are an important part of learning. Now I know that some words are used differently in England, and James is teaching me even more.

Think To summarize the story, think about which details are important, and which details are not. List important details in the chart below. Then use them to write a summary that includes the story's theme.

Characters	Settings	Who Tells the Story?
Dan, an American boy, and James, an English boy		
Important Events		
Theme		

Summary: _____

_____

_____

_____

_____

Talk Share your summary with a partner and compare details. Which details were the same? Which were different? Did you agree on the theme?

Academic Talk

Use these words to talk about the text.

- **summarize**
- **character**
- **event**
- **theme**
- **setting**

Read

Genre: Realistic Fiction

The MIX-UP

by Frank Auster

1 Last month, Jenna announced to her mom that she planned on taking a long bike ride around the neighborhood.

2 "In that case," her mom responded, "would you please deliver these packages for me? This one is for Great Aunt Sally, and this one is for your cousin, Joey." Her mom explained that both relatives had birthdays coming up next week, and she wanted to surprise them.

3 "No problem," replied Jenna quickly. Since all of Jenna's relatives had settled in the same small town, no one lived too far away from the others. She tucked the packages under her arm, hustled out to the garage, and grabbed her new bike.

4 When Jenna arrived at Great Aunt Sally's house, she suddenly realized that neither package had a name on it. But she was certain that Sally's was the one in the striped wrapping paper. Or was it? Wanting to be on her way, Jenna gave her great aunt the striped package and soon dropped off Joey's present, too.

5 The following week, Great Aunt Sally invited Jenna and her mom over for lunch. Sally answered the door wearing a bright, new baseball jersey. "How did you know this is my new favorite team?" she asked, smiling at her guests.

6 "Oh, just a guess," said Jenna's mom sarcastically. She glared at Jenna, who quickly recognized her mistake.

Close Reader Habits

Underline the most important details in the story. Think about the details you would use to tell a friend about what happens in the story.

Explore **Which details should be included in a summary of "The Mix-Up"?**

Some details are more important than others. Focus on the main character's actions and the lesson you can learn from the story.

Think

1 Complete the chart below by adding the most important details and the story's theme.

Characters	Settings	Who Tells the Story?
	Jenna's house and neighborhood	A narrator outside the story
Important Events		
Theme		

Talk

2 Compare your charts and explain how you decided which details were important to include.

Write

3 **Short Response** Write a short summary of "The Mix-Up." Be sure to include only the important story details and the story's theme. Use the space provided on page 168 to write your answer.

HINT Remember to tell the story events in the order they occurred.

Lesson 2

Progressive Verb Tenses

L.4.1b: Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

Introduction The tense of a verb helps tell when something is happening. The **progressive tenses** show action that continues, or is ongoing. They combine a form of the helping verb *be* with a main verb that ends in *-ing*.

helping verb main verb
She [is] [walking] in the woods today.

- **Present Progressive Tense:** To show continuing action in the present, use the present tense of *be*. Use *am* with the pronoun *I*. Use *is* with *he, she, it,* and singular nouns. Use *are* with *we, you, they,* and plural nouns.

  I am walking with a friend. The sun is shining. We are strolling.

- **Past Progressive Tense:** To show continuing action in the past, use the past tense of *be*. Use *was* with *I, he, she, it,* and singular nouns. Use *were* with *we, you, they,* and plural nouns.

  She was walking here yesterday. The birds were chirping.

- **Future Progressive Tense:** To show continuing action in the future, use the future tense of *be*.

  I will be coming back tomorrow.

Guided Practice **Write the correct form of the verb in parentheses ( ) to show continuing action in each sentence.**

HINT Look for time words and phrases, such as *yesterday, now,* and *next week,* to know when the action takes place.

1. Our scout troop _____ on a hike next week. (go)
2. I _____ last night to get ready for the trip. (pack)
3. Right now, I _____ about the weather forecast. (wonder)
4. At the moment, it _____ and very cold! (rain)

Independent Practice

1 Yesterday, we <u>will be hiking</u> to the top of a mountain.

- **A** was hiking
- **B** are hiking
- **C** were hiking
- **D** is hiking

2 At first, I <u>are struggling</u> with my heavy backpack.

- **A** is struggling
- **B** was struggling
- **C** were struggling
- **D** will be struggling

3 When we reached the top, my back <u>am aching</u>.

- **A** were aching
- **B** will be aching
- **C** are aching
- **D** was aching

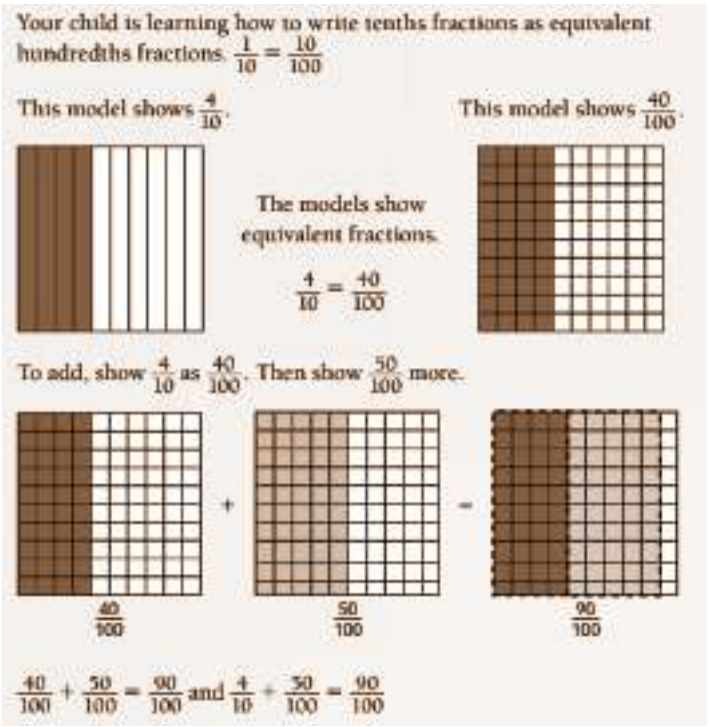
4 Right now, I <u>is feeling</u> sore but proud.

- **A** are feeling
- **B** were feeling
- **C** am feeling
- **D** will be feeling

5 Tomorrow, my troop <u>were taking</u> an even longer hike.

- **A** will be taking
- **B** am taking
- **C** was taking
- **D** are taking

Grade: 4th **Subject: Math** **Week of: May 4th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.NF.6	Write Fractions as Decimals (see lesson below).	Arrays and Place Value Chart (see below)
4.NF.6	Fractions as Tenths and Hundreds (see lesson below)  Have your child practice solving fraction addition problems using this strategy.	Optional materials: ● 2 markers for shading Answer key provided below.

Tools for Instruction

Write Fractions as Decimals

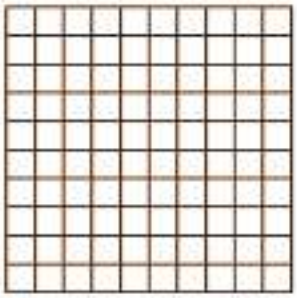
Objective Use models and place-value charts to show how fractions with denominators of 10 and 100 can be written as decimals.	**Materials** Copies of **Arrays and Place-Value Charts** (page 3)

This activity builds on prior skills with representing parts of a whole as a decimal and as a fraction. Students often have trouble recognizing that decimals and fractions can both represent parts of the same whole and therefore can be equivalent ways to represent a single quantity. This activity will help students understand the correct method for reading fractions and decimals, model fractions and decimals less than 1, deepen understanding of place value, and better understand the relationship between decimals and fractions. The ability to translate among equivalent fractions and decimals is critical for future math skills, such as comparing rational numbers, converting measurements in the metric system, and using scientific notation.

Step by Step 20–30 minutes

1 Introduce a 10 by 10 array.

- Give the student **Arrays and Place-Value Charts** (page 3).
- Explain that the grid represents one whole.
- Have the student count the squares in one row, and then the number of rows and identify the total number of squares in the array. (100)
- Help the student see that since there are 10 rows in the array, the fraction represented by one row is $\frac{1}{10}$. Write both $\frac{1}{10}$ and *one tenth* on the board. Ensure that the student understands the difference between "ten" and "tenth."
- Ask the student to identify what fraction is represented by one square in the array. Write both $\frac{1}{100}$ and *one hundredth* on the board, emphasizing the difference between "hundred" and "hundredth."



Ones	.	Tenths	Hundredths
	.		

2 Introduce decimal place value.

- Write "100, 10, 1, $\frac{1}{10}$, $\frac{1}{100}$" on the board. Explain that the values represent place values. Place a decimal point between the 1 and $\frac{1}{10}$ and have the student read the values aloud from right to left. (one hundredth, one tenth, one, ten, one hundred)
- Help the student identify the pattern in place value, moving from right to the left. Guide him to understand that $\frac{1}{10}$ is 10 times $\frac{1}{100}$ and 1 is 10 times $\frac{1}{10}$.
- Explain that this pattern means it takes 10 hundredths to make a tenth, and 10 tenths to make a 1. Connect the idea that 10 pennies = 1 dime, 10 dimes = 1 dollar, and 100 pennies = 1 dollar.
- Discuss the inverse relationship between multiplication and division, and then investigate whether moving left to right uses the opposite operation, or dividing by 10.
- Introduce the place-value chart as a means for recording decimal amounts.

3 Model fractions with arrays and place-value charts.

- Say: *Twenty-seven hundredths.* Have the student show how to write the fraction and then model $\frac{27}{100}$ by shading squares in an array.

- Demonstrate how to write twenty-seven hundredths in the place-value chart. Ask the student how many wholes there are and write 0 in the ones place.

Ones	.	Tenths	Hundredths
0	.	2	7

- Point out that the array also shows two tenths and seven hundredths. Write $\frac{27}{100} = 0.27$ on the board, and ask the student to read the number. Emphasize that 0.27 should not be read as "zero point two seven" but as "twenty-seven hundredths."
- Say: *Four tenths.* Have the student model the number in both the array and place-value chart, and then write the equation relating the fraction and decimal. Have the student read the equation aloud. ($\frac{4}{10} = 0.4$)
- Discuss with the student that 0.4 is the same as 0.40, or four-tenths is the same as forty-hundredths, much the same as four hundred is the same as forty tens. If the student is struggling with this concept, connect back to the value of money: 4 dimes is equal to 40 pennies, and both represent four-tenths of a dollar.

4 Practice expressing fractions as decimals.

- Have the student practice modeling, reading, and writing tenths and hundredths fractions less than 1 as fractions and decimals.

Check for Understanding

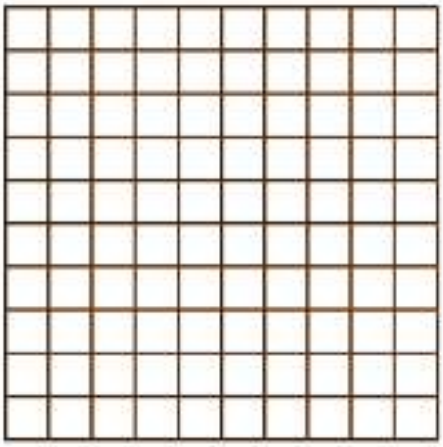
Provide the student with the fraction $\frac{73}{100}$. Have the student read aloud the fraction and then write a comparison statement with the equivalent decimal. ($\frac{73}{100} = 0.73$, seventy-three hundredths)

For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

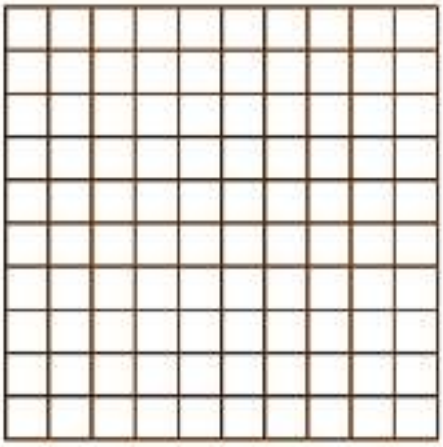
If you observe...	the student...	Then try...
the student reads the fraction incorrectly	may not understand the role of the denominator in a fraction.	having the student practice modeling and reading unit fractions such as thirds, fifths, eighths, and twelfths, and explaining the relationship between the word and the denominator.
the student writes the decimal incorrectly	may have a weak understanding of place value.	having the student practice modeling decimal amounts with pennies and dimes, and then writing and reading the amounts from a place-value chart.

Name_____

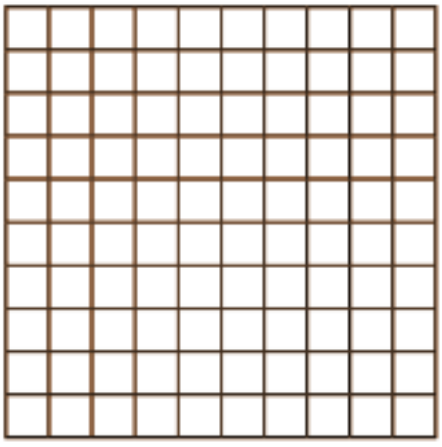
Arrays and Place-Value Charts



Ones	.	Tenths	Hundredths
	.		



Ones	.	Tenths	Hundredths
	.		



Ones	.	Tenths	Hundredths
	.		

Fractions as Tenths and Hundreds

Solve the problem using the tenths and hundred grids.

$\frac{3}{10} + \frac{3}{100}$ is equal to which of the following?

Circle the letter for all that apply.

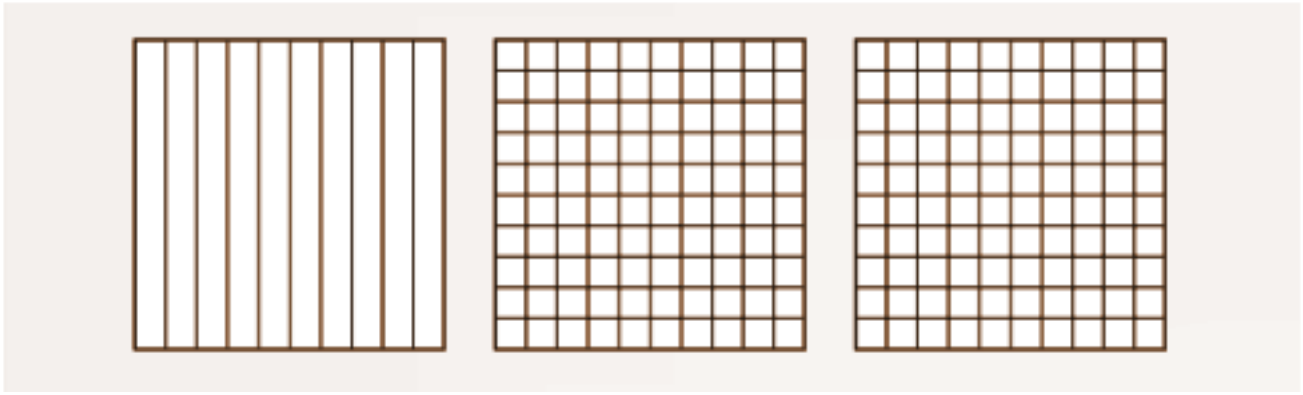
A $\frac{33}{100}$

B $\frac{6}{100}$

C $\frac{60}{100}$

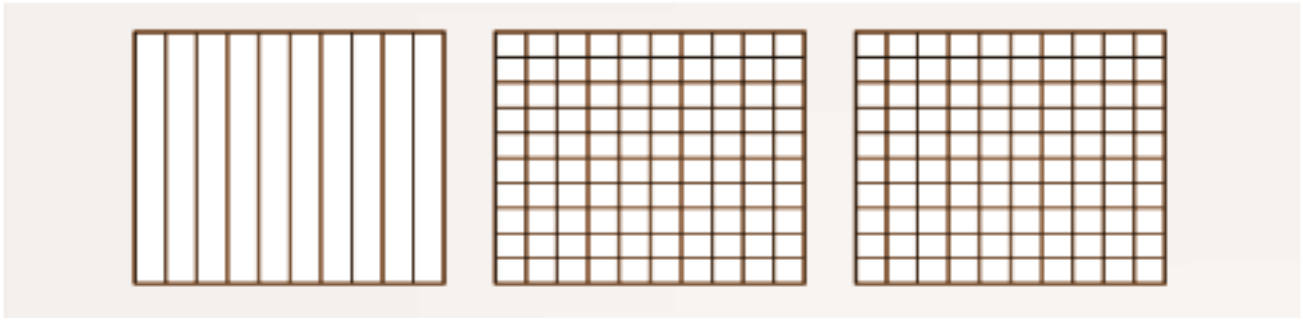
D $\frac{30}{100} + \frac{3}{100}$

E $\frac{3}{10} + \frac{3}{10}$

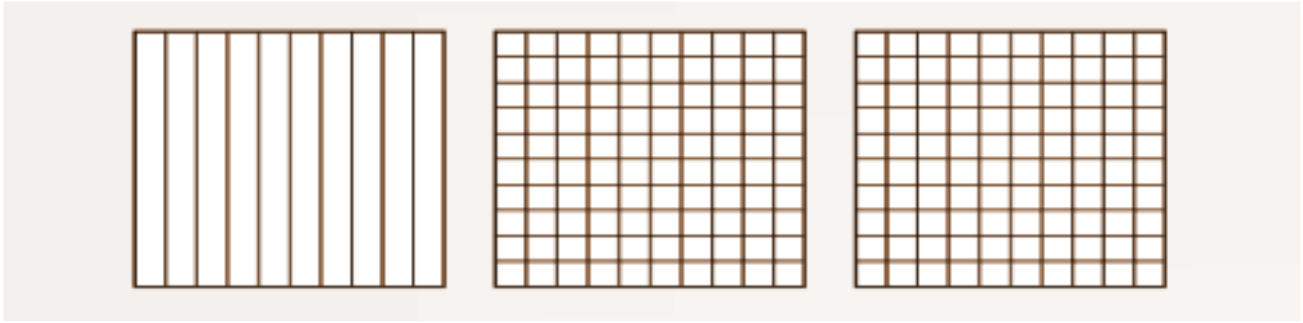


Solve each problem using the tenth and hundreds grid.

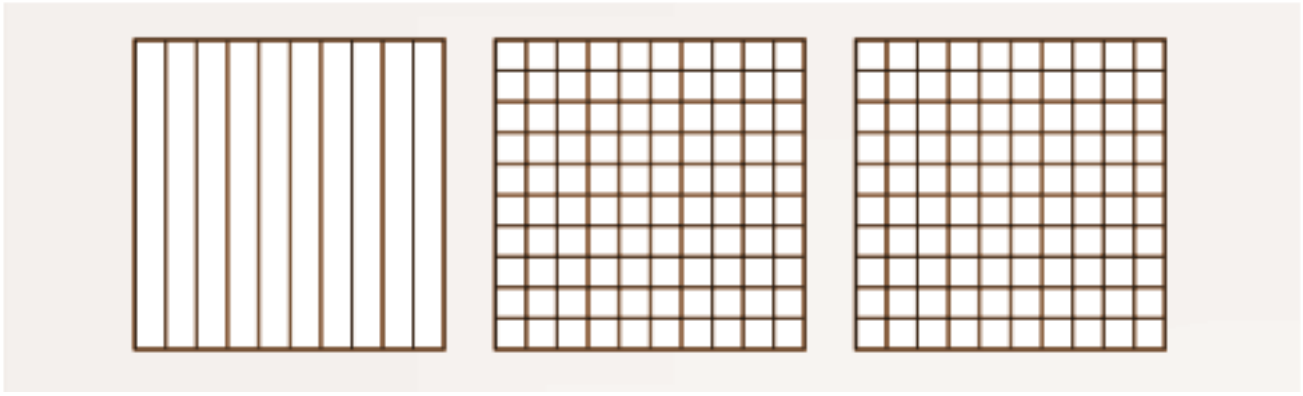
$\frac{4}{10} + \frac{9}{100}$



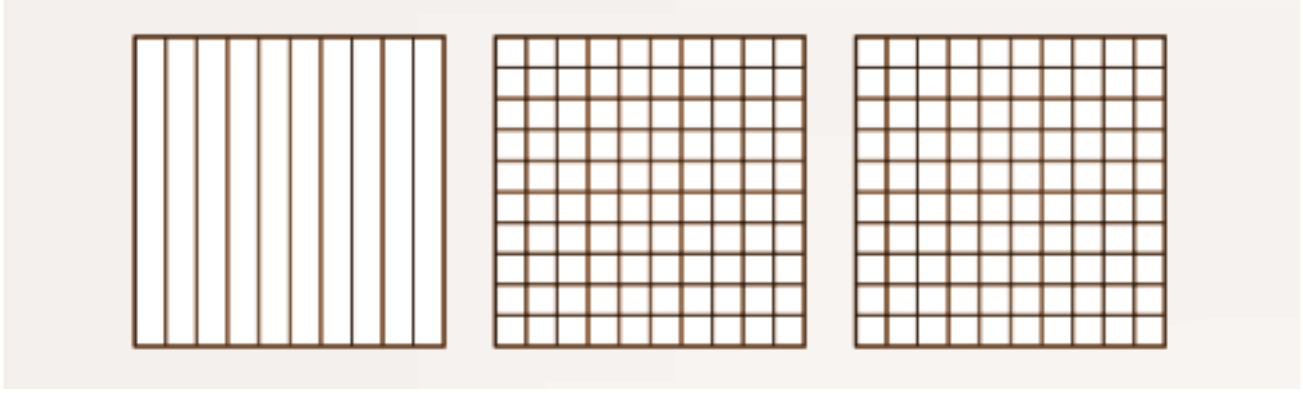
$\frac{1}{100} + \frac{5}{10}$



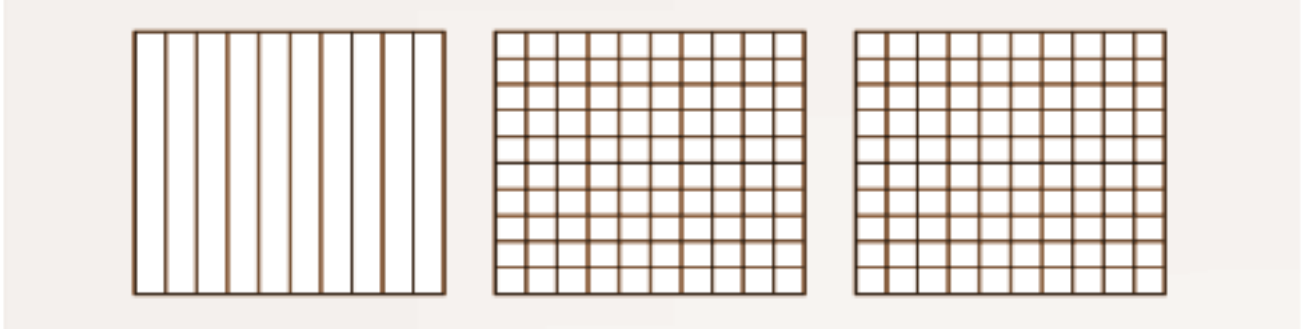
$\frac{45}{100} + \frac{1}{10}$



$\frac{25}{100} + \frac{3}{10}$



$\frac{3}{10} + \frac{15}{100}$



Fractions and Tenths and Hundreds (Addition) Answer Key

$\frac{3}{10} + \frac{3}{100}$ is equal to which of the following?
Circle the letter for all that apply.

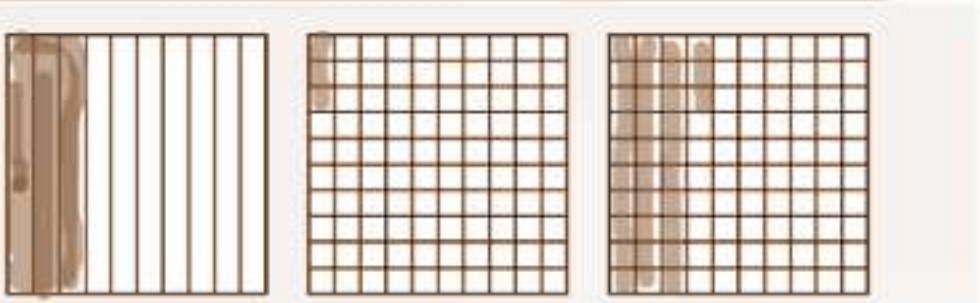
(A) $\frac{33}{100}$

B $\frac{6}{100}$

C $\frac{60}{100}$

(D) $\frac{30}{100} + \frac{3}{100}$

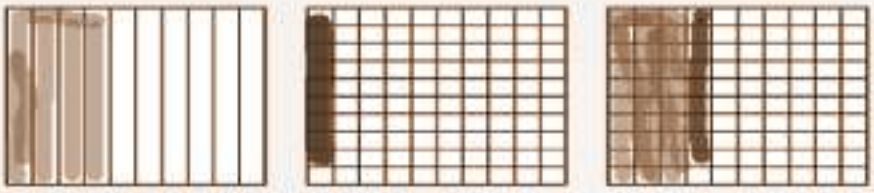
E $\frac{3}{10} + \frac{3}{10}$



$\frac{3}{10}$ + $\frac{3}{100}$ = $\frac{33}{100}$

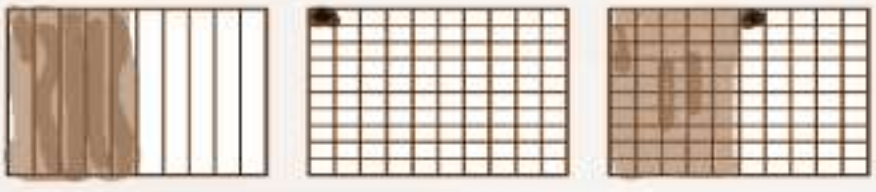
Solve each problem using the tenth and hundreds grid.

$\frac{4}{10} + \frac{9}{100}$



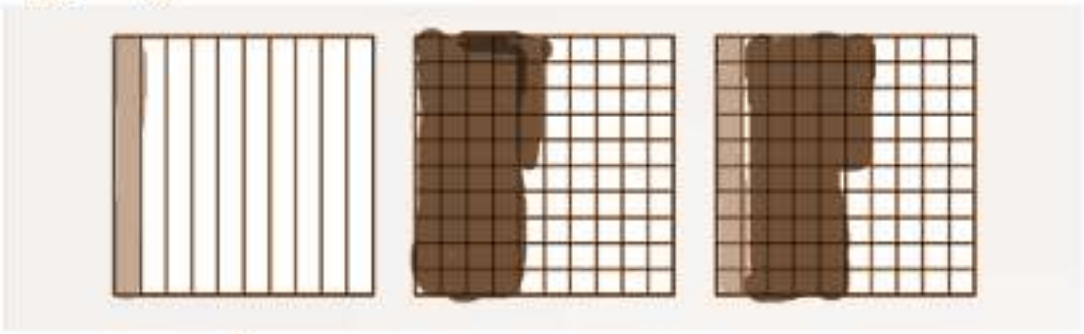
$\frac{4}{10}$ + $\frac{9}{100}$ = $\frac{49}{100}$

$\frac{1}{100} + \frac{5}{10}$



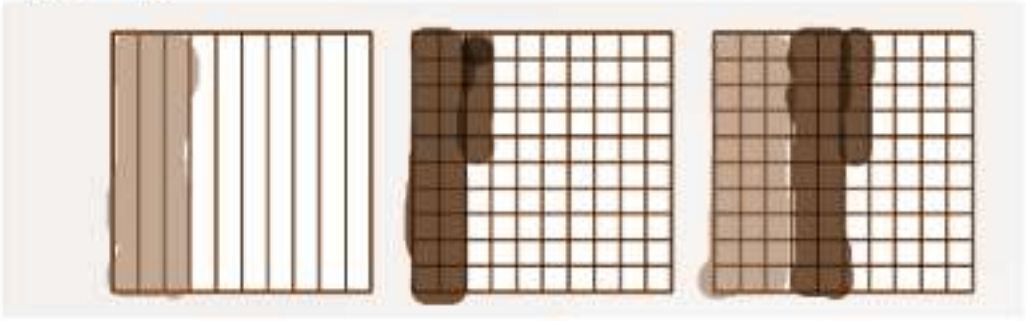
$\frac{5}{10}$ + $\frac{1}{100}$ = $\frac{51}{100}$

$\frac{45}{100} + \frac{1}{10}$



$\frac{1}{10} + \frac{45}{100} = \frac{55}{100}$

$\frac{25}{100} + \frac{3}{10}$

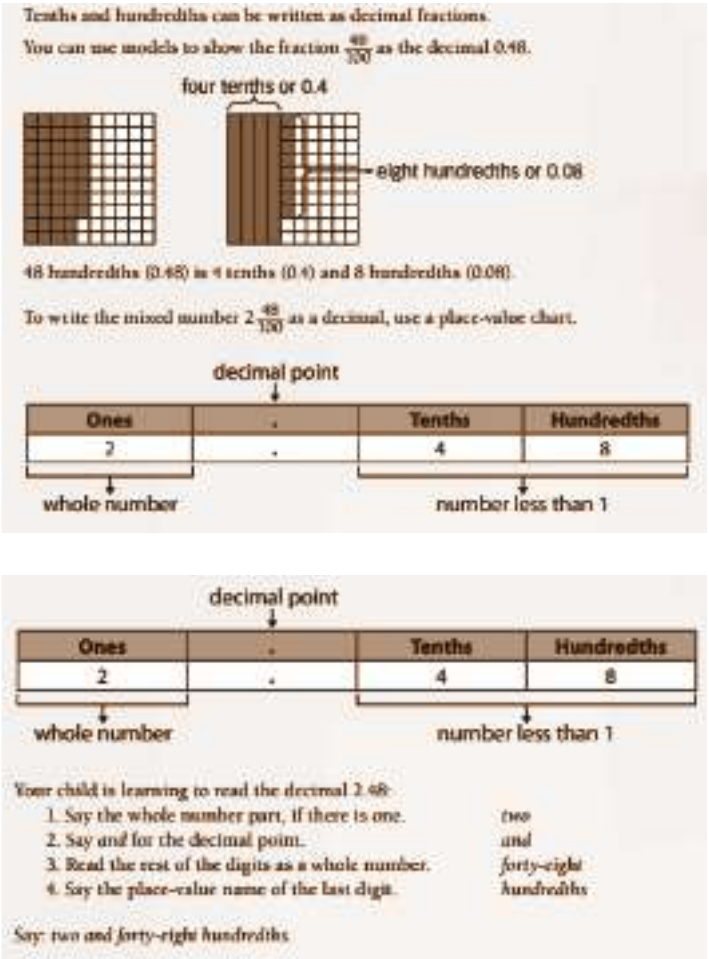


$\frac{3}{10} + \frac{25}{100} = \frac{55}{100}$

$\frac{3}{10} + \frac{15}{100}$

$\frac{3}{10} + \frac{15}{100} = \frac{45}{100}$

Grade: 4th **Subject: Math** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.NF.6	Relate Decimals and Fractions (see lesson below).  Guide your child through solving problems using this strategy.	*answer key provided
4.NF.6	Name the Same Amount (see lesson below).	*answer key provided

Relate Decimals and Fractions

Name: _____

Prerequisite: Find Equivalent Fractions

Study the example showing how to identify equivalent fractions with denominators of 10 and 100. Then solve problems 1–5.

Example

Explain how $\frac{6}{10} = \frac{60}{100}$.

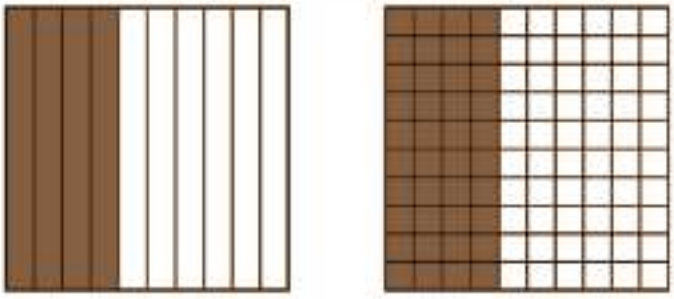
Use multiplication to find equivalent fractions.

$$\frac{6}{10} = \left(\frac{6 \times 10}{10 \times 10}\right) = \frac{60}{100}$$

Use models to show equivalent fractions.

$\frac{6}{10}$ = $\frac{60}{100}$

1 Write the fractions that the models below show.



_____ _____

2 Look at problem 1. Use multiplication to find the equivalent fractions.

_____

Vocabulary

equivalent fractions two or more fractions that name the same part of a whole.

Solve.

3 Fill in the blanks with numbers and fractions to make true sentences.

a. _____ $+ \frac{15}{100} = \frac{55}{100}$

_____ tenths + _____ hundredths = 55 hundredths.

b. _____ $+ \frac{4}{10} = \frac{55}{100}$

_____ hundredths + _____ tenths = 55 hundredths.

c. _____ $+ \frac{5}{100} = \frac{55}{100}$

_____ tenths + _____ hundredths = 55 hundredths.

d. _____ $+ \frac{25}{100} = \frac{55}{100}$

_____ tenths + _____ hundredths = 55 hundredths.

Of the 100 students in the fourth grade, 70 students are girls.

4 Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are girls.

_____

5 Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are boys.

_____

Answer Key: Relate Decimals and Fractions

Relate Decimals and Fractions

Name: _____

Prerequisite: Find Equivalent Fractions

Study the example showing how to identify equivalent fractions with denominators of 10 and 100. Then solve problems 1–5.

Example

Explain how $\frac{6}{10} = \frac{60}{100}$.

Use multiplication to find equivalent fractions.

$\frac{6}{10} = \left(\frac{6 \times 10}{10 \times 10}\right) = \frac{60}{100}$

Use models to show equivalent fractions.

$\frac{6}{10}$ = $\frac{60}{100}$

B **1** Write the fractions that the models below show.

$\frac{4}{10}$ $\frac{40}{100}$

B **2** Look at problem 1. Use multiplication to find the equivalent fractions.

$\frac{4}{10} = \left(\frac{4 \times 10}{10 \times 10}\right) = \frac{40}{100}$

Vocabulary

equivalent fractions two or more fractions that name the same part of a whole.

Solve.

C **3** Fill in the blanks with numbers and fractions to make true sentences.

a. $\frac{4}{10} + \frac{15}{100} = \frac{55}{100}$

4 tenths + 15 hundredths = 55 hundredths.

b. $\frac{15}{100} + \frac{4}{10} = \frac{55}{100}$

15 hundredths + 4 tenths = 55 hundredths.

c. $\frac{5}{10} + \frac{5}{100} = \frac{55}{100}$

5 tenths + 5 hundredths = 55 hundredths.

d. $\frac{3}{10} + \frac{25}{100} = \frac{55}{100}$

3 tenths + 25 hundredths = 55 hundredths.

Of the 100 students in the fourth grade, 70 students are girls.

M **4** Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are girls.

$\frac{7}{10}$ and $\frac{70}{100}$

M **5** Write a fraction in tenths and a fraction in hundredths to tell what fraction of the fourth-grade students are boys.

$\frac{3}{10}$ and $\frac{30}{100}$

Lesson 20: Name the Same Amount: Answer questions 1-5 only

Lesson 20

Name: _____

Name the Same Amount

Study the example showing ways to name the same amount as a fraction and a decimal. Then solve problems 1–7.

Example

How do you write decimals equivalent to $\frac{7}{10}$ and $\frac{70}{100}$?

The model shows $\frac{7}{10}$.

The model shows $\frac{70}{100}$.

A place-value chart shows the value of $\frac{7}{10}$ and $\frac{70}{100}$.

Ones	.	Tenths	Hundredths
0	.	7	0

$\frac{7}{10} = 0.7$ $\frac{70}{100} = 0.70$

1 What decimal is equivalent to $\frac{3}{10}$?

Fill in the place-value chart to show the decimal.

Ones	.	Tenths
	.	

2 What decimal is equivalent to $\frac{55}{100}$?

Fill in the place-value chart to show the decimal.

Ones	.	Tenths	Hundredths
	.		

3 Write a decimal equivalent to $\frac{75}{100}$. _____

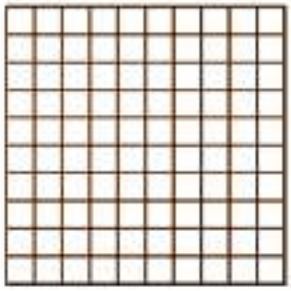
Vocabulary

decimal fraction (or decimal) a number containing a decimal point that separates a whole from fractional place values, such as tenths and hundredths.

0.7 and 0.70 are decimals.

Solve.

4 What decimal is equivalent to $\frac{80}{100}$? Shade the model below to show the fraction and the decimal. Then write the decimal.



$\frac{80}{100}$ = _____

5 Look at problem 4. Shade the model below to show an equivalent tenths fraction and decimal. Then write the fraction and decimal.

_____ = _____

Answer Key: Name the Same Amount

Lesson 20

Name: _____

Name the Same Amount

Study the example showing ways to name the same amount as a fraction and a decimal. Then solve problems 1–7.

Example

How do you write decimals equivalent to $\frac{7}{10}$ and $\frac{70}{100}$?

The model shows $\frac{7}{10}$.

The model shows $\frac{70}{100}$.

A place-value chart shows the value of $\frac{7}{10}$ and $\frac{70}{100}$.

$\frac{7}{10} = 0.7$ $\frac{70}{100} = 0.70$

Ones	.	Tenths	Hundredths
0	.	7	0

B 1 What decimal is equivalent to $\frac{3}{10}$?

Fill in the place-value chart to show the decimal.

Ones	.	Tenths
0	.	3

B 2 What decimal is equivalent to $\frac{55}{100}$?

Fill in the place-value chart to show the decimal.

Ones	.	Tenths	Hundredths
0	.	5	5

M 3 Write a decimal equivalent to $\frac{75}{100}$. 0.75

Vocabulary

decimal fraction (or decimal) a number containing a decimal point that separates a whole from fractional place values, such as tenths and hundredths.

0.7 and 0.70 are decimals.

Solve.

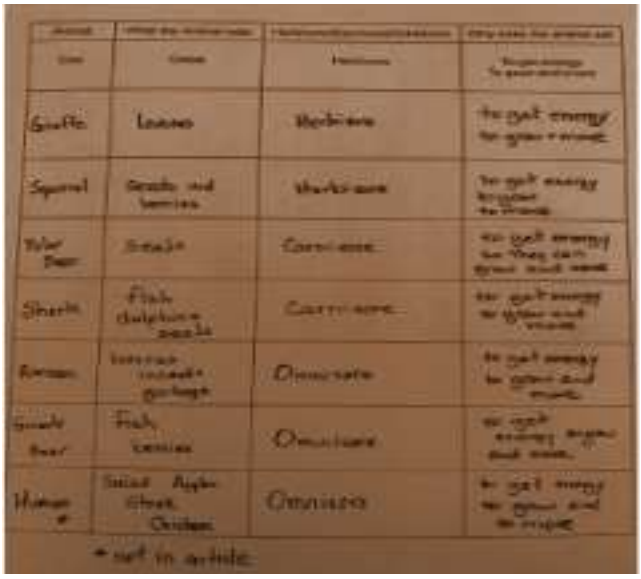
M 4 What decimal is equivalent to $\frac{80}{100}$? Shade the model below to show the fraction and the decimal. Then write the decimal.

$\frac{80}{100} = \underline{0.80}$

M 5 Look at problem 4. Shade the model below to show an equivalent tenths fraction and decimal. Then write the fraction and decimal.

$\underline{\frac{8}{10}} = \underline{0.8}$

Grade: 4th **Subject: Science** **Week of: May 4th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Ask your child why animals need to eat.	A. Your child might say - because they get hungry. Follow up questions suggestions: ➢ Why do we get hungry? ➢ What happens if we don't eat? ➢ Do plants eat?
	B. Have your child read the article *Why Animals Eat?* Then discuss why animals need to eat again with your child.	B. Make sure that your child understands the following for the article: ➢ Animals (and humans) need food for energy. ➢ <u>Energy</u> is what allows our body to grow properly and move around. ➢ Different animals eat differently: ■ <u>Herbivores</u> - eat plants only ■ <u>Carnivores</u> - eat other animals (meat) only ■ <u>Omnivores</u> - eat both plants and other animals (meat)
	C. Have your child fill out the chart, Animals Need to Eat Energy. He/She can use animals mentioned in the article or come up with his/her own animals. Have a discussion about the information your child put on the chart. a. A sentence frame that may help your child is: The ____ gets his energy to grow and move by eating _____ so he is a (an) _____. b. Example: The <u>cow</u> gets his energy to grow and move by eating <u>grass</u> so he is an <u>herbivore</u>.	C. Answers in the chart based on animals in the article: The last column is the same information over and over but this repetition will help your child remember this important concept. 

Why Do Animals Eat?

No matter what the activity, everything an animal does requires energy. Giraffes need energy to run; monkeys need energy to climb; children need energy to play. But where does all of this energy come from? All animals acquire energy from the food they eat. Depending on the type of animal, this food may consist of plants, animals, or a combination of both.

Animals that eat only plants are called herbivores. Most herbivores, including the giraffe, macaw, ground squirrel, and elephant in this video segment, eat a wide variety of plants and plant parts. Some herbivores, however, are very particular about the plant matter they eat. Wild pandas have evolved to eat nothing but bamboo plants—a food that is plentiful where they live but not particularly nutritious for bears. Because of their inefficiency digesting plant material pandas need to eat a lot. Adult pandas spend 10 to 12 hours each day eating and consume about 40 pounds of food during that time.

Animals that eat only other animals are called carnivores. Polar bears, sharks, woodpeckers, and anteaters are all carnivores. Like herbivores, however, carnivores may generalize and eat a wide variety of animals, or specialize and eat only one type. Bald eagles, for example, are not very particular about the type of meat they eat. They eat road-killed animals or the occasional rabbit plucked from a field, fish they've caught fresh or rotting fish on the bank of a river. They are even known to scavenge for food in city dumps. In contrast, anteaters are highly specialized creatures. These animals eat little else besides ants and termites, and their sticky tongue and powerful front legs (for tearing into insect mounds) are perfectly adapted for doing just that.

Omnivores are the least choosy about what they eat. These animals, which include raccoons, opossums, and black and grizzly bears, eat both plants and animals, and often eat a wide variety of each. A typical grizzly bear, for example, will eat just about anything it can catch and get its mouth around. Grizzlies are known to kill their own food, including deer, but will also scavenge the carcasses of dead animals. They also eat fish, crustaceans(shrimp, lobster) amphibians (frog, turtles), small mammals (mouse, rabbit), insects, berries, tree buds, and grass.

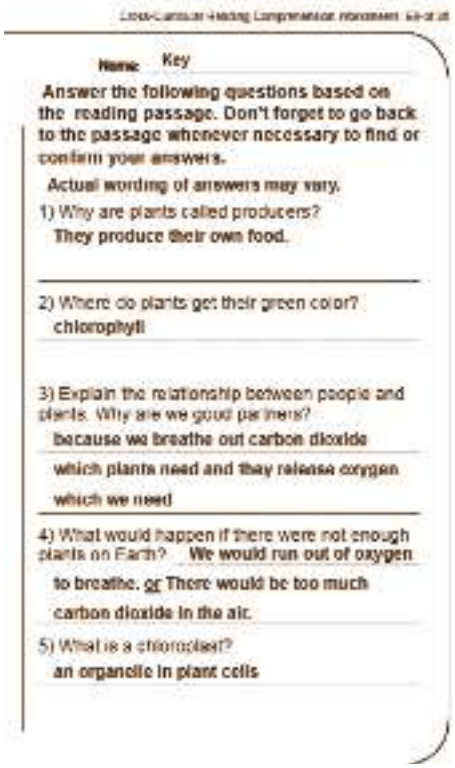
[1]

[1]

Animal	What the Animal eats	Herbivore/Carnivore/Omnivore	Why does the animal eat
cow	grass	herbivore	To get energy to grow and move

Grade: 4th **Subject: Science** **Week of: May 4th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Review with your child what animals eat and why they eat from Day 1's lesson. a. Now ask your child how plants get their energy if they don't eat like animals.	A. Your child should be able to use the words energy, herbivore, carnivore, omnivore correctly when talking about their learning from Day 1's lesson. ● If your child is having a hard time telling you about what animals eat and why they eat, have him/her look over the Animals Need to Eat Energy chart and use the sentence frame: The ____ get his energy to grow and move by eating _____ so he is a (an) _____. a. Your child might say - plants get their food when it rains, when people fertilize them or from the soil/dirt.
	B. Have your child read the article *Plants are Producers* and answer the questions attached to the article.	B. Discuss the article after your child reads it. Some key facts to discuss are: ➢ Plants produce their own food through photosynthesis. ➢ Plants are producers because they make their own food. ➢ People are consumers because they get their energy from plants and animals. ➢ Plants use sunlight, water, carbon dioxide and chlorophyll (green coloring) to make their own food. ● Your child does not need to know all the details of photosynthesis that are in this article. They just need to know the process in general terms. This is laying the foundation for middle school science learning. Answers to the worksheet question:

		 Name: Key Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers. Actual wording of answers may vary. 1) Why are plants called producers? They produce their own food. 2) Where do plants get their green color? chlorophyll 3) Explain the relationship between people and plants. Why are we good partners? because we breathe out carbon dioxide which plants need and they release oxygen which we need 4) What would happen if there were not enough plants on Earth? We would run out of oxygen to breathe. or There would be too much carbon dioxide in the air. 5) What is a chloroplast? an organelle in plant cells
	C. Have your child create a list of the steps to photosynthesis on a piece of paper. He/she can also create an icon or drawing for each step if they choose.	C. The list would have the following steps included in it: 1. Sunlight is absorbed by a plant's leaves, or other green parts (stem/vine). 2. The chlorophyll (green coloring) inside the plant's leaves trap the energy from the sunlight. 3. The water, sunlight and carbon dioxide from the air combine to make sugar. The sugar is food for the plant to survive and grow.

[Plants are Producers]

Plants Are Producers

Cross-Curricular Focus: History/Life Science

People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called **photosynthesis** using light from the sun, water and carbon dioxide. Carbon dioxide is the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to "eat." The plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called **chloroplasts** that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called **grana.** These stacks are filled with chlorophyll. **Chlorophyll** is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they "breathe" out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why are plants called producers?

_____

2) Where do plants get their green color?

_____

3) Explain the relationship between people and plants. Why are we good partners?

_____

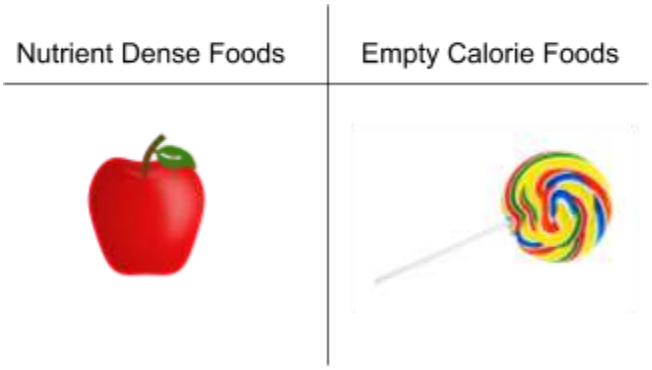
4) What would happen if there were not enough plants on Earth? _____

_____

5) What is a chloroplast?

Grade: 4th **Subject: Science** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Review how plants and animals get their energy to grow and move. Encourage your child to use the science vocabulary he/she learned in the first two science lessons. a. Now ask your child if all food that we eat gives us energy to grow and move. Then ask how he/she knows that is correct information.	A. Your child should be able to explain that following using the vocabulary words underlined: ➢ Energy is what allows our body to grow properly and move around. ➢ Plants are producers because they make their own food. The process is called photosynthesis. ➢ Animals are consumers because they eat plants and animals to get their energy. ➢ Different animals eat differently: ■ Herbivores - eat plants only ■ Carnivores - eat other animals (meat) only ■ Omnivores - eat both plants and other animals (meat) a. Your child might say - ■ Yes, all food gives me energy to move and grow. When I eat lots of candy I have lots of energy to go outside to run and play. ■ No, some foods give me lots of energy like fruits and vegetables and other foods don't give me energy like milk or cookies. When I eat my fruits and vegetables, I have a lot of energy to play baseball but when I eat milk and cookies, I feel tired and don't want to play baseball.
	B. Have your child cut and sort the food on the Food Item Sort page. Allow your child to create their own groups and category labels. Use the blank squares to create category labels. Examples - healthy/not healthy, food groups (dairy, meats grains etc.), snacks/not snacks	B. Try not to give your child direction with this sort at first. See how they group the food items together. Your child might sort them in many different ways here are two possibilities: *One way* = Condiments (ketchup/mustard, peanut butter and ranch), Vegetables (carrots, celery), Fruit (strawberries, apple, bananas), Drinks (milk, juice), Meat (chicken, salmon), Bread *Another way* - Healthy (apple, bananas, strawberries, celery, carrots, chicken, salmon, juice, milk, peanut butter, bread) and Not Healthy (lollipop, donut, chocolate)

		Some questions to ask while your child is sorting: ➢ What groups did you make? ➢ Why did you group these items together? ➢ How are these food items the same? ➢ How are these food items different?
	C. Once your child has placed all of the food items in a category - leave it for a moment. Explain that all food is not created equal for our body to use to create energy to grow and move.	C. All food items will give us some type of energy. There are empty calories foods and nutrient dense foods we eat. ➢ Our bodies can make energy from all food items but not all food items have nutrients to grow. ➢ Empty calorie foods, such as candy, have very little nutrients/things our body can use to grow. ➢ Nutrient dense foods, such as milk, have nutrients for our body to use for energy and growing.
	D. Have your child look over his/her sort categories again, use the headings Empty Calorie Foods/Nutrient Dense Foods and make the necessary changes. Have your child glue these items onto a piece of paper sorted using the headings, Empty Calorie Foods/Nutrient Dense Foods. Keep this glued sort to refer back to at the end of the unit.	D. It is okay if your child does not place all the correct food items in the right categories. Juice might be one that is placed in the nutrient dense food category. As you go through this unit, your child will learn more about the specifics of food and nutrition. Keep this glued sort to refer back to at the end of the unit. Example of sort: (your child should sort all the items using these categories) 

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Food Item Sort 4th grade Day 3 Science

 lollipop	 apple	 bread	 chicken
 banana	 celery	 Juice	 donut
 chocolate	 milk	 carrots	 peanut butter
 salmon	 strawberries	 ranch dressing	 ketchup and mustard

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Grade: 4th **Subject: Science** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body	A. Review the types of foods we eat with your child from day 3's lesson. Encourage your child to use the science vocabulary he/she learned from the previous lesson.	A. Your child should be able to explain the following using this specific vocabulary: ➢ All food items will give us some type of energy. There are empty calories foods and nutrient dense foods we eat. ➢ Our bodies can make energy from all food items but not all food items have nutrients to grow. ➢ Empty calorie foods, such as candy, have very little nutrients/things our body can use to grow. ➢ Nutrient dense foods, such as milk, have nutrients for our body to use for energy and growing. ● If your child is having a hard time remembering, pull out the sort from yesterday and have him/her refer back to recall the learning for day 3.
	B. Have your child create a list of carbohydrates. If he/she does not know what a carbohydrate is, give him/her an example of a food that is a carbohydrate - sandwich bread. b Explain what a carbohydrate is and that there are two types of carbohydrates.	B. Explaining carbohydrates (carbs): ➢ They are found in fruits, grains, vegetables and milk products. ➢ Our body turns this food into sugar that gives us energy to grow and move. ➢ Simple carbohydrates are digested quicker and easier and are low in nutrients or are empty calorie foods. Simple carbohydrates give the body energy quickly and in short doses. Some examples are pastries (cakes, cookies etc.), sodas, white rice, white bread and other white-flour foods. ➢ Complex carbohydrates are digested slowly to give energy to the body for longer periods of time. Typically they are nutrient dense foods. Some examples are whole grains, fruits, vegetables, legumes (peanuts, all types of beans, lentils, etc.)

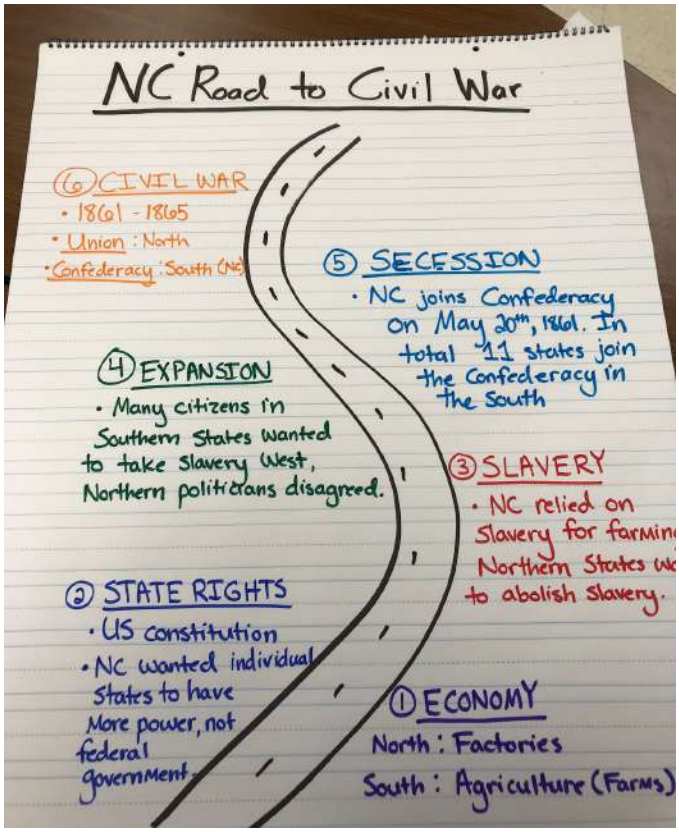
	C. Have your child look back over the list of carbohydrates he/she created before you explained what carbohydrates are and have them circle the simple carbohydrates in one color (red) and the complex carbohydrates in another color (blue). Encourage your child to add to the list and mark the carbohydrate in the correct way. (red for simple carbs, blue for complex carbs)	C. Some questions to ask while your child is looking over the list of carbohydrates they created: ➢ How many simple carbohydrates are on your list? ➢ How many complex carbohydrates are on your list? ➢ Can you think of other simple carbohydrates? ➢ Can you think of other complex carbohydrates? ➢ Which types of carbohydrates do you tend to eat more of for ___ (breakfast, lunch dinner, snack time)? ➢ Why do you think you eat more ___ carbohydrates than ___ carbohydrates? ➢ What food could you add to your diet to make sure you are eating healthier? Example of a color coded list: 
	D. *Optional extension* - Your child can explore your food pantry to see what foods he/she can find that are simple carbohydrates and complex carbohydrates.	

Grade: 4th Grade **Subject: Social Studies** **Week of: May 4th**

Continue to complete activities from the choice board.

Grade: 4th Grade **Subject: Social Studies** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
4.H.1.4 Analyze North Carolina's role in major conflicts and wars from the Pre-colonial period through Reconstruction. Primary Focus: North Carolina and the Civil War	Your child will spend time this week learning about four North Carolinians that played a role in our state during the Civil War. First, have your child read the short biographies that follow this page. Then have your child complete the "Tweets from the Past" activity sheet.	Guiding Questions to think about: 1) How can an individual person have a great impact on war? 2) If the person you are researching was alive today, what would they want to say or "tweet" about? 3) What was North Carolina's role in the Civil War?



Zebulon Vance

- Zebulon Vance was a Confederate soldier, Governor of North Carolina, Congressman, and United States Senator from Asheville, NC.
- Vance spent most of his earlier life studying law to eventually start a career in politics.
- Prior to the Civil War beginning, Vance didn't question whether secession was legal, but he did challenge others to consider if it was wise under certain circumstances.
- Initially, Vance chose to fight in the Confederate army, but in 1862, shortly after the Civil War began he was elected Governor of North Carolina.
- Governor Vance was known to work hard to provide North Carolina troops with weapons, clothing, and food. He fiercely defended North Carolinians and often had issues with the Confederate government over what he considered to be discrimination of North Carolina army officers. Vance believed North Carolina army officers were not being promoted within the Confederate army.
- Governor Vance supported men who chose to desert their army regiment. If these men were caught, they could be arrested and returned back to their regiment.
- Beginning in 1863, another candidate for governor ran against Vance with a message of peace. His name was William Holden, and he believed that the south should negotiate peace with the north. Vance disagreed with him wholeheartedly and won against Holden in 1864 to become Governor of North Carolina for a second time.
- In 1865, with the Civil War ending and the Confederacy ultimately being defeated, Governor Vance surrendered to Union General John Schofield. Vance was later arrested in May and sent to prison for two months.
- Upon his return back to North Carolina Vance won his third term as governor of North Carolina in 1876, but left two years into his term to fill a seat in the United States Senate.
- Zebulon Vance remained in the United States Senate from 1878-1891, ultimately leaving due to his health declining. While in the United States Senate Vance continued to defend the interests of the south but did not have bitterness towards the North.
- Vance died in 1894 and thousands of North Carolinians came to view his casket before he was buried. Vance was known as Governor who cared deeply about the people of North Carolina and defended North Carolinians even when it caused conflict.

Citation: ***Vance, Zebulon Baird | NCpedia.*** **(2019).** ***Ncpedia.org.*** **Retrieved 8 March 2019, from** https://www.ncpedia.org/biography/vance-zebulon-baird

John Ellis

- John Ellis was a lawyer, judge, legislator, and governor in North Carolina during the antebellum time prior to the Civil War beginning.
- As a political leader, he strongly believed that the United States Constitution protected private property rights. This means that no one should be able to take away someone's property, including slave owners' property.
- John Ellis had hopes of unification between the North and the South in order to keep a strong government, but over time he chose to focus his attention towards other ideas.
- John Ellis is best known for promoting the construction of the first North Carolina railroad. Through fundraising and pleading for funding, the North Carolina Railroad was built and finally opened in 1856. It measured 223 miles long beginning in Goldsboro, NC, running through Raleigh, and then eventually ending in Charlotte. North Carolina was one of the last states to build a railroad and was considered behind other states who were already taking advantage of this new form of transportation. John Ellis hoped that the railroad would raise needed money for the state and could connect towns and industries easier. Later, this railroad became a way that Confederate troops in North Carolina received the supplies they needed during the Civil War.
- John Ellis became Governor of North Carolina in 1858, and was Governor during a very difficult time in our State's history. 1858 was just three years before the start of the Civil War which means he was elected Governor during the time when North Carolina debated seceding and joining the Confederacy. At this time, he did not believe secession needed to occur in order to preserve slavery, but he also did not believe the Union would allow slavery in the South much longer.
- Right before North Carolina seceded from the Union and joined the Confederacy, Abraham Lincoln requested Ellis to direct North Carolina troops to fight against the Confederacy. John Ellis responded saying, "I can be no party to this wicked violation of the laws of the country and to this war upon the liberties of a free people. You can get no troops from North Carolina." Ultimately, Ellis refused to send troops to support Lincoln's cause.
- North Carolina seceded on May 20th, 1861. With John Ellis' direction, North Carolina troops began to seize (take control of) many federal forts that belonged to the Union.
- Unfortunately, due to poor health, John Ellis died shortly after North Carolina seceded.

Citation:

(2019). *C1.staticflickr.com*. Retrieved 8 March 2019, from https://c1.staticflickr.com/9/8078/8407660111_cf3b551983_b.jpg

Kickler, D. (2019). *John W. Ellis (1820-1861) - North Carolina History Project*. *North Carolina History Project*. Retrieved 8 March 2019, from https://northcarolinahistory.org/encyclopedia/john-w-ellis-1820-1861/

Henry Clark

- Henry Clark was Governor of North Carolina at the beginning of the Civil War from July, 1861-September, 1862. He also previously served as a North Carolina Senator.
- Henry Toole Clark became Governor of North Carolina shortly after John Ellis (North Carolina's first Civil War governor) died. He spent most of his time as Governor moving North Carolina troops to various locations as a support to the Confederacy and making military related decisions.
- Henry Clark did not trust the Federal Government, and he believed that governments should remain small and local. Clark came from a family who owned many plantations and slaves. As a result, he did not believe that slavery should be abolished. While he did not agree with President Lincoln's election, he didn't believe that was a reason for North Carolina to secede. It was only after the attack on nearby Fort Sumter that Clark supported secession.
- Once North Carolina had seceded and joined the Confederacy, Clark was known as a strict Governor who believed in many of the ideas that the South was fighting for. After the war ended, he voted against slaves receiving their freedom in the US Constitution and remained in politics for the remainder of his life.

Citations:
Poteat, R. (2019). Henry Toole Clark - North Carolina History Project. North Carolina History Project. Retrieved 18 March 2019, from https://northcarolinahistory.org/encyclopedia/henry-toole-clark/
(2019). Upload.wikimedia.org. Retrieved 18 March 2019, from https://upload.wikimedia.org/wikipedia/commons/f/ff/Henry_Toole_Clark.jpg

Sarah Malinda Blalock

- Sarah Malinda Blalock ("Linda" Blalock) disguised herself as a man and enlisted in the Confederate army in March of 1862. At the time of the Civil War, women were not allowed to enlist in the army, so Linda had to cut her hair, dress in her husband's clothes, and enlist in the army under the false name of "Sam Blalock".
- Prior to Linda Blalock joining the Confederate army she married a man named Keith Blalock. They lived on Grandfather Mountain where many people were divided about which side of the war they sympathized (agreed) with. Some mountaineers believed in the causes of the Confederacy and were willing to fight for them. Others believed in the causes of the Union and believed North Carolina had made the wrong choice joining the Confederacy. The Blalocks sided with the Union. The problem was that the Blalocks lived in North Carolina which had declared itself a Confederate state. This meant that Keith's only option would be to enlist in the Confederate army if he wanted to fight- so he came up with a plan!
- Keith Blalock decided to enlist with the Confederate Army, and join a unit that would soon go to Virginia to fight the Union. Once in Virginia, he could abandon the Confederate unit he was with and join the Union army instead. Unknown to Keith, his wife Linda had also enlisted with the Confederate Army disguised as a man named "Sam Blalock" so that she could be with her husband.
- It wasn't until his Confederate unit started marching towards Virginia that Keith realized his wife had joined his military unit as well. Trying to keep her identity a secret, Linda Blalock trained to fight in battle alongside her fellow soldiers as if she were a man herself. Keith and Linda's plan of joining the Union Army in Virginia never happened because their unit ended up being sent to a different place in North Carolina instead of going to Virginia. Not long after, the Blalocks and the rest of their confederate unit were engaged in a firefight where Linda was shot in the shoulder.
- When doctors went to treat Linda's wound, her true identity was discovered and she was discharged from the army because she was a woman. Keith did not want to be trapped in the Confederate Army without his wife, so he covered himself with poison ivy and tricked the medical doctors into believing he had a contagious disease. The doctors didn't want Keith's "disease" to spread, so they released him to go home as well.
- Eventually Keith and Linda made their way to the North and became raiders for the Union Army. Ultimately, Keith was injured badly which caused him to lose his eye. The Blalocks returned back home to North Carolina after the Civil War ended. They spent the rest of their lives farming and raising their five children.

Citations:
(2019). Upload.wikimedia.org. Retrieved 18 March 2019, from https://upload.wikimedia.org/wikipedia/en/thumb/d/d9/Ana2006-Sarah.jpg/213px-Ana2006-Sarah.jpg
Blalock, Sarah Malinda Pritchard and William McKesson ("Keith") | NCpedia. (2019). Ncpedia.org. Retrieved 18 March 2019, from https://www.ncpedia.org/biography/blalock-sarah

Tweets from the Past

Directions: Compose a "tweet" from each person you read about this week. Think to yourself, "If this person was alive today, what would they want to say?" An example tweet from Abrham Lincoln is below.

Home Moments Notifications Messages Tweet Search Twitter

Abraham Lincoln
@honestAbe

Tweets 1,014 | Following 554 | Followers 265 | Likes 1,699 | Lists 3 | Moments 0

Tweets | Tweets & replies | Media

@honestAbe --June 16, 1864
War at the best, is terrible, and this war of ours, in its magnitude and in its duration, is one of the most terrible.
#SpeechAtPhiladelphia 2 143 105

Who to follow · Refresh · View all

Zebulon Vance

Henry Clark

Sarah Blalock

John Ellis