

Christina School District Assignment Board

Grade Level: 4th

Week of April 6th, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Read <i>The U.S.S. Thompson</i> . Write a summary of what you read.	Read <i>The U.S.S. Thompson</i> again to increase fluency. Answer questions 1-5.	Read <i>The U.S.S. Thompson</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	No School
Math	Line Plots: <i>See attached Snail Race</i>	Create a Line Plot: <i>Create a line plot with the following data:</i> <i>Keri spun the following fractions:</i> $\frac{1}{6}$, $\frac{2}{6}$, $\frac{2}{6}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{1}{6}$, $\frac{1}{6}$, $\frac{1}{4}$, $\frac{3}{6}$, $\frac{1}{4}$, $\frac{2}{6}$	Complete the following problems and answer the questions. <ol style="list-style-type: none"> 1. If 5 friends were to share 5 dollars, how much would each kid get? $\\$5.00 \div 5$ 2. What if 10 friends were to share 5 dollars? $\\$5.00 \div 10$ 3. What if 10 friends were to share 4 dollars? $\\$4.00 \div 10$ <p>How do these questions relate to one another? How can you use the first equation to help you answer the others? What strategies did you use and why?</p>	Complete the following problems and answer the questions. <ol style="list-style-type: none"> 1. What if 10 friends were going to share 8 dollars? $\\$8.00 \div 10$ 2. What if 10 friends were to share 2 dollars? $\\$2.00 \div 10$ 3. If 10 friends were to share 3 dollars, how much would each friend get? $\\$3.00 \div 10$ 4. If 10 friends were to share 1 dollar, how much would each friend get? <p>How do these questions relate to one another? How can you use the problems from</p>	No School

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				Wednesday to help you answer these questions? What strategies did you use and why?	
Science	How Far Can a Whisper Travel? (part 1): Put your hand over your throat and make some sound. What do you notice? What do you think sound is? What kind of experiments could we do to figure out more about what sound is? Write down your responses to the above questions.	How Far Can a Whisper Travel? (part 2): Need: 6 ft of string, paper cup, paperclip, pencil Tie a knot in one end of string so there is a loop in one end. Slide loop onto paperclip. Twist ends of paperclip apart. Poke hole in cup with pencil. Push paperclip through hole. Make sure paperclip will not pop back out with gentle tug. Experiment 1: Hold the cup over your mouth and say a few words. Do you feel anything? Experiment 2: Hold the string and talk into the cup. Do you feel anything in the string? Experiment 3: Gently rub the string. Then put the cup to your ear. What do you notice? Experiment 4: Pull the string tight and pluck it gently. What do you notice? *(when done, KEEP "phone" for next day)	How Far Can a Whisper Travel? (part 3): Create 2nd "phone" (see previous day instructions). Tie the loose ends of the two "phone" strings together with a knot. You will need a partner for this activity. One person will be "Ears", one will be "Voice": Ears: Go to one side of the room. Voice: Go to the other side. Pull string straight. Voice: say a number between 1 and 5 very softly into the cup. Ear: Use your fingers to show the number you hear. Write: How do you think the paper cup telephone works? Draw and describe what happens to the sound as it goes from cup to cup. What happens in the "Voice Cup"? Why do you think that? What happens in the string? Why do you think that? What happens in the "Ear Cup"? Why do you think that?	How Far Can a Whisper Travel? (part 4): Find other materials such as ribbon, yarn, dental floss, smaller or larger paper cups, cone-shaped cups made out of paper. Decide on materials you think will make your "phone" better. [Suggestions: Different size cup, ribbon or dental floss instead of string, make string super long, use 3 or more cups for a "conference call", talk around a corner] Try your experiment. Write down the answers to the following: What experiments did you do? Did they make your telephone better like you thought they would? What more did you learn about sound through those experiments? Imagine that you could use anything or be anywhere to do these experiments. What else would you want to try?	No School
Social Studies	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Steps 1 & 2 from the document titled "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 3 from the document titled "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 4 from the document titled "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 5 from the document titled "Chronology of the Causes & Effects of the American Revolution"	No School

The U.S.S. Thompson

by W.M. Akers



A boy can have a lot of fun on an aircraft carrier. Harvey had been waiting for this trip for months, ever since his dad first asked him what he wanted to do for his birthday, and now that it was finally here he could hardly contain his excitement. He didn't even know where to start. There were plenty of planes to look at—fighter jets from the United States and Great Britain and France and Japan and Israel and everywhere else—but on a ship the size of the U.S.S. *Thompson*, there is much more to do than look at planes.

For one thing, there's a space shuttle. When NASA stopped using the great big shuttles to fly astronauts into space, the government sent one of them to live on the *Thompson*. It was the biggest attraction on board the aircraft carrier, but it also had the biggest line, and Harvey did not have time to wait. There was too much to see!

"What do you think, Dad?" he asked. "Should we start on the deck?"

"Sure," said Harvey's dad. "The program said they have a Spitfire on display this summer." A Spitfire is an old British plane from World War II. It has a propeller, rounded wings and just one seat. Harvey knew all about Spitfires. Harvey knew all about planes.

"Orrrrrrrrrr," said Harvey, consulting the map of the ship, "we could go look around the engine room. The engines on the *Thompson* are about as big as engines can get."

"Sure. That sounds like a blast."

"Wait wait wait! If we go to the armory, we can look at the machines they used to load the big guns."

"Okay, let's go to the armory."

"Ooh! Or maybe we should go to the bridge. We can see the whole ship from there!"

"I've got an idea. Let's start with the galley."

"The mess hall! Are you crazy, dad? Why would we go to some boring old cafeteria when there are all these rooms and planes?" His dad started laughing, and Harvey realized he had been kidding. Nobody wanted to visit the mess hall.

"We can see it all, kiddo. We've got plenty of time."

Two hours later, Harvey and his father had been all over the great big ship. They had seen the deck, the armory, the engine room and everything else. They went onto the bridge, and climbed all the way up the conning tower. From there, they could see all the way down the river, to the cruise ships and freighters pulling in and out of the bay.

"Those cruise ships are pretty big," said Harvey's dad.

"Pfft," said Harvey. "Not as big as the *Thompson*. And I bet they don't even have a Spitfire."

The Spitfire was the highlight. Its machine guns were still attached, though of course they didn't have any ammunition in them. As he looked at the seventy-year-old airplane, Harvey realized it was as old as his grandfather. It wasn't hard to imagine himself sitting in the cockpit, flying over the English countryside, with nothing above him but bright, blue sky.

"That," he informed his father, "is a pretty cool plane. Now where do we go?"

"I have bad news."

"Oh no. What?"

"Look at the map. We've seen it all. There's only one place left to go."

"Oh, crud," said Harvey. "The mess hall."

Harvey and his dad walked silently down the massive halls of the great ship, dreading the boredom of the mess hall. Harvey had seen cafeterias before. He ate in one every day. The food was the same in every cafeteria on land and at sea. What was the point in seeing where sailors fixed their tater tots?

"Oh well," he said as they turned into the mess. "If our only option is to leave the *Thompson*, I guess we can spend a few minutes looking at...the biggest cafeteria I've ever seen!"

It was gigantic, a great long hall filled with gleaming tables, all decorated in a cowboy theme. On one end was the window to the kitchen, which Harvey raced to see. How could they have possibly made enough food for this many people?

"Wow, dad!" he shouted. "Look at that pot! It's the size of Mom's car!"

"That's the biggest pot I've ever seen," said Dad, undeniably impressed.

"I wonder how many potatoes you could fit in there," said Harvey.

"About 600 pounds," said a voice behind them. A wrinkled old man stood, looking through the glass at the gleaming kitchen equipment.

"Who are you?" asked Harvey.

"Ship's cook, third class, Rex Phillips," he said.

"Nice to meet you," said Harvey's dad. "Did you serve on the *Thompson*?"

"I did," said Rex. "Right here. I can tell you, we didn't always keep it so clean."

"Do you...do you want to tell us about it?" asked Harvey.

The old man's eyes lit up, and he smiled as he began to speak. He worked at a hamburger stand before he joined the Navy, he said, and when it came time for assignments aboard the ship, he was assigned to work in the galley.

"Mostly it was peeling potatoes," he said. "I got so I could peel a potato inside of ten seconds, toss it in that pot, and move on to the next one. When we were going good, we could serve up to 10,000 meals a day."

When he finished telling them about life in the galley, Rex took Harvey and his father back through the ship, telling them all sorts of things that they hadn't learned on their tour. By the time he finished, Harvey knew everything there was to know about the U.S.S. *Thompson*. It was a perfect birthday. Not only did he get to go on an aircraft carrier-he got to tour it twice!

Name: _____ Date: _____

1. What is the U.S.S. *Thompson*?

- A. a type of ship known as an aircraft carrier
- B. a type of airplane with a propeller and rounded wings
- C. a type of pot that can hold about 600 pounds of potatoes
- D. a type of engine so big that it needs its own room

2. Where does this story take place?

- A. in the English countryside
- B. at an old hamburger stand
- C. inside a fighter jet from World War II
- D. on board the U.S.S. *Thompson*

3. There is a lot to look at on the U.S.S. *Thompson*.

What evidence from the story supports this statement?

- A. Harvey expects the mess hall on the U.S.S. *Thompson* to be a boring old cafeteria.
- B. The U.S.S. *Thompson* has planes, a space shuttle, and an armory on board.
- C. The machine guns attached to the Spitfire do not have any ammunition in them.
- D. Rex Phillips worked at a hamburger stand before he joined the Navy.

4. How do Harvey's feelings about the galley change when he visits it?

- A. He becomes more afraid of it.
- B. He becomes less afraid of it.
- C. He becomes more interested in it.
- D. He becomes less interested in it.

5. What is this story mainly about?

- A. the shuttles that NASA once used to fly astronauts into space
- B. fighter jets from the United States, Great Britain, and France
- C. a boy who visits an aircraft carrier with his father
- D. a cook who can peel a potato in fewer than ten seconds

6. Read the following sentences: "Not only did he get to go on an aircraft carrier-he got to **tour** it twice!"

What does **tour** mean in the sentence above?

- A. to travel around somewhere
- B. to get lost in a new place
- C. to fly in a plane for the first time
- D. to move something from one place to another

7. Choose the answer that best completes the sentence below.

Harvey is not interested in the galley at first; _____ he becomes more interested in it.

- A. for example
- B. especially
- C. particularly
- D. later on

8. What is a Spitfire?

9. What is Harvey's opinion of the Spitfire? Support your answer with evidence from the story.

10. What does Harvey like most about his visit to the U.S.S. *Thompson*? Support your answer with evidence from the story.

Focus 12 Word Study Warm Up (1-2 minutes)

For base words that end in e, drop the e before adding -ed or -ing. For base words that end in a vowel and a single consonant, double the consonant before adding the -ed or -ing.

escaped	spinning	dimmed
raced	spotted	hitting
skipped	dared	begged

Fluency sentences (1-2 minutes)

1. I dreamed that I escaped.
2. My head was spinning.
3. The theatre lights dimmed.
4. Tom raced inside for a snack.
5. I love my spotted dog!
6. Jenny likes hitting the ball over the fence.
7. We skipped across the playground.
8. The boys dared us to play against them.
9. She begged her parents for a puppy.

NAME _____

DATE _____



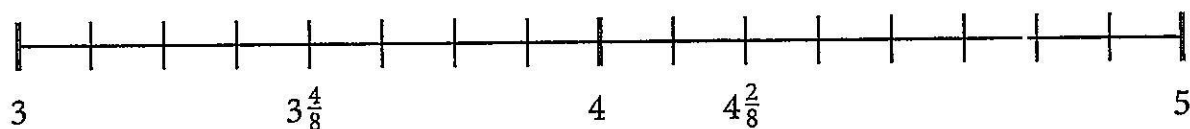
Snail Race

Cindy had a collection of snails. She wanted to see which snail could travel the farthest in one minute. Below is a table showing the distance each snail traveled.

Snail	Distance Traveled
A	$4\frac{1}{4}$ inches
B	$4\frac{7}{8}$ inches
C	$3\frac{3}{4}$ inches
D	$4\frac{1}{4}$ inches
E	$4\frac{5}{8}$ inches
F	$4\frac{1}{2}$ inches
G	$4\frac{3}{8}$ inches

1 Complete the line plot below to display the information shown in the chart and then answer the questions that follow. Be sure to finish labeling all of the marks along the line before you plot the data points.

Number of Snails



Distance Traveled in Inches

- 2 What is the shortest (*minimum*) distance?
- 3 What is the longest (*maximum*) distance?
- 4 What is the difference between the shortest and longest distance (*range*)? Show your work.
- 5 Which distance appears most often (*mode*)?
- 6 Which distance is the middle value of all the measurements (*median*)?

Chronology of the Causes & Effects of the American Revolution

Social Studies Home Learning Activities

Standard Benchmark	History 1a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.
Grade Band	Fourth / Fifth
Vocabulary/Key Concepts	<p>Colony / Colonies - a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country</p> <p>Colonists – a person who settled in a colony</p> <p>Chronology - the arrangement of events or dates in the order of their occurrence (in the order they happen)</p> <p>Native Americans - In simple words Native Americans are the people that have been living in America before its discovery by Columbus. They have the bloodline of original people of north and south America. They are the first owners of America. They are also known as American Indians, Indigenous Americans, Indian and Alaska Natives.</p> <p>Independence - freedom from the control or influence of others.</p> <p>War - a state or period of fighting between states or nations.</p> <p>Tax - are ways that the government can collect money from its citizens to pay for things that the people need, like schools and roads.</p> <p>Immediate cause - the final act in a series of events that leads to a particular result or event.</p> <p>Long term cause - something that has been around for a while and finally got to a point where something was done.</p> <p>Short term cause - something that invoked (or caused) immediate action</p>

Activity 1: A Chronology of the Causes and the Effects of the American Revolution

Directions:

- Step 1: Read the article “Causes of the American Revolution” (found on page 2 in this document) and as you read, underline the events that caused the American Revolution.
- Step 2: Use the chart (found on page 4), “Chronology of the Causes and Effects of the American Revolution” to create a chronology of events that caused the American Revolution. Read the article again. As you read through the article, write the event that happened first in the first box on the Chart. In addition, write the date (or estimated date, if the article does not give a specific date) in the second column, under “date / estimated date.”
- Step 3: In the third column, under “Immediate or Long Term Cause” label each cause as an immediate cause or a long term cause.
- Step 4: In the 4th or right column, under “Effects for the Causes” for each cause, describe its effect.
- Step 5: At the bottom of the chart, or on a separate sheet of paper. Choose the cause that you think had the biggest effect on the war. Explain why you think this cause had the biggest effect on the war.
- NOTE: The first cause, along with its other information has been completed for you.

Causes of the American Revolution

from <https://kidskonnnect.com/history/causes-american-revolution/>

The American Revolutionary War, also known as the American War of Independence, was a long conflict that spanned more than eight years of fighting between Great Britain and 13 of its North American colonies.

Key Facts & Information

MAJOR CAUSES

- Many of the colonies were founded by people wanting to escape persecution in England. When the British government started to become more involved with the colonies, tension rose and the colonies worried they would once again lose their freedoms and be persecuted by the British.
- The British Parliament taxed the colonies for helping them in the French and Indian War. This war took place between the American colonies and New France. The war lasted from 1754 to 1763 and British troops helped the colonists to fight the war, and also protected them after the war. They weren't free though and Britain needed to tax the colonies to pay for the troops.
- In 1764, the British started to impose new taxes and laws on the colonies. Before this, the British had left the colonies to govern themselves, but they started to implement a lot of new laws such as the Sugar Act, Currency Act, Quartering Act, and the Stamp Act.
- Colonists started to protest the taxes and formed the Sons of Liberty. They were a group of Patriots formed in 1765 in Boston and the group soon spread across the colonies. One protest lead to fighting and several colonists were shot and killed by the British. This became known as the Boston Massacre.
- The British introduced the Tea Act in 1773. The protests against this act saw patriots in Boston throw 342 chests of tea into the water – this was the Boston Tea Party. In today's money, that tea would have been worth roughly a million dollars.
- The British government punished the colonies for the Boston Tea Party. They did this by passing the Massachusetts Government Act through Parliament. The act was designed to suppress dissent and restore order in Massachusetts.
- The British also enacted the Boston Port Act. The events of the Boston Tea Party had appalled the British, and, in response, this act was made to completely shut down the Boston Harbor until the dumped tea was paid for. This angered people in Boston, but it also angered the other colonies who believed the British might do the same thing to them.
- The laws imposed by the British did not control the colonies as they wanted. Instead, the countless taxes and laws angered the colonies, and lead to them becoming more united against the British rule. Other colonies sent supplies to Boston during the blockade of the harbor. At the same time, the Sons of Liberty was growing across the Americas.
- In 1774, twelve of the thirteen colonies sent representatives to the First Continental Congress. This was a direct response to the Intolerable Acts imposed by the British and they sent a petition to King George III to repeal the acts. When they didn't receive a response, they also began to boycott British goods.

THE AMERICAN REVOLUTION: EVENTS AND OUTCOMES

- Upon the imposition of new taxes by the British Parliament, many colonists resented, especially politicians including Patrick Henry, who gave a momentous speech “Give me liberty or give me death”.
- On April 18, 1775, Paul Revere, a Patriot and founding member of the Sons of Liberty, made his famous midnight ride which warned the colonies with the coming of the British troops.
- It is believed that Paul Revere was summoned by Dr. Joseph Warren to ride to Lexington, Massachusetts to warn the advancing British troops.
- A day after, the first shot of the revolution was heard at the Battle of Lexington and Concord.
- On May 10, 1775, the Second Continental Congress met at the State House in Philadelphia. Unlike the first Congress, the meeting was participated by all delegates from the thirteen colonies, including Georgia.
- The Second Continental Congress was able to accomplish the following; (1) the establishment of the Continental Army became the official militia of the united thirteen colonies, headed by Commanding General George Washington, (2) through the Olive Branch Petition, the colonists tried to make peace and negotiation with King George III, (3) On July 4, 1776, the Declaration of Independence was issued, (4) through the Flag Resolution, the a flag was officially adopted, and (5) the Articles of Confederation was stipulated.
- In 1783, the Treaty of Paris negotiated by colonists Benjamin Franklin, John Adams, and John Jay formally ended the American Revolution.
- The battle in Yorktown, Virginia in the fall of 1781, was the last major standoff between the British and American troops.
- Aside from formally recognizing independence of the thirteen colonies, Britain ceded most of its territory east of the Mississippi River. However, both nations were given navigation rights to the River.
- The newly acquired northwest territories, including present-day Ohio, Michigan, Indiana, Wisconsin, and parts of Minnesota soon gave way to American westward expansion.

Chronology of the Causes & Effects of the American Revolution

Causes of the American Revolution	Date / Estimated Date	Immediate or Long Term Effect	Effects of the Causes
French and Indian War	1754-1763	Long term	Britain taxed the colonies to pay for the French and Indian War. This annoyed the colonists. The colonists eventually went to war.

- Choose the cause that you think had the biggest effect on the war. Explain why you think this cause had the biggest effect on the war.