Christina School District Assignment Board

Grade Level: 4th

Week 5 (of 5.4.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *Get Up and Go!: Breakfast Boost.* Write to tell how the author feels about eating breakfast. How do you know?	Read *Get Up and Go!: Breakfast Boost* again to increase fluency. Answer questions 1-4.	Read *Get Up and Go!: Breakfast Boost* again to increase fluency. Answer questions 5-8.	Read the Word Study sheet. Use the words to write your own sentences.	Relative adverbs are words that describe or give information about adjectives, verbs, and other adverbs. The relative adverbs are *where, when,* and *why.* Circle the relative adverbs you find in *Get Up and Go!: Breakfast Boost.*
Math	**Finding Equivalent Fractions:** *Find 3 equivalent fractions for each fraction by multiplying the numerator and denominator by the same number.* *EX.* $1/2 \times 3/3 = 3/6$ 1. ⅔ 2. ⅗ 3. ⅜	**Finding Equivalent Fractions:** *Find 3 equivalent fractions for each fraction by multiplying the numerator and denominator by the same number.* *EX.* $1/2 \times 3/3 = 3/6$ 1. ⅚ 2. ⅘ 3. ⅝	**Comparing Fractions at the Wild Animal Park** *Please complete the attached activity titled Comparing Fractions a the Wild Animal Park*	**Sketch & Compare Fractions** *Please complete the attached activity titled Sketch & Compare Fractions pages 1 & 2.*	**Shade & Describe More Equivalent Fractions** *Please do the attached activity titled Shade & Describe More Equivalent Fractions*
Science	**The Pacific Ring of Fire (part 1):** Read ONLY page 1 of the article. Try to read as much as you can on your own, but you may ask for help if needed.	**Active Volcanoes in the Ring of Fire (part 2):** Read page 2 (starting with "Active Volcanoes…" Then read the following	**Why Do Some Volcanoes Explode? (part 1):** Here are 2 types of volcanoes. Write down what you notice about the shape.	**Why Do Some Volcanoes Explode? (part 2):** Cover workspace with newspaper or plastic. Need: paper plate. 2 cups filled with "lava"	**Volcano Questions:** Based on the work you have done this week, write your best answers to the following: a) Why are some volcanoes cone-shaped

Christina School District Assignment Board

	Write: 3-5 sentences that explains the central idea of the article. Use at least two details from the article to support your response.	claim: "The Ring of Fire is one of the most active geologic places on Earth." Write: What evidence from the article supports this claim? Think about what you read about the Ring of Fire, then explain how the details support the claim.	 Now look at the two types of rocks that come from each type of volcano. Write down what you notice about them.  **(felsite lava) (basalt lava)** The 2 types of rock are formed by 2 different types of lava. One is thick, like toothpaste or peanut butter. The other is thinner, like syrup or honey. Write: make a prediction about which volcano you think shoots out thick lava, and which shoots out thin. Why do you think that?	(1= water w/red food coloring if desired; 1=approx. ½ c. flour+¼ c. water [food coloring if desired]); 2 straws; spoon; Lava Experiment #1&2. Fill cups approx halfway with lava. Tilt each cup to determine which is thick and which is thin. When you are done experiments, write down your best answer to the following: Now that you've done some experiments, which kind of lava do you think you'd find in a **cone** volcano (the kind that explodes)? Why do you think that? Remember to also include why you think you'd find the other type of lava in a **shield** volcano the kind that doesn't explode)?	and some shield-shaped? b) If you were traveling around and found a volcano, how could you figure out if the volcano makes felsite or basalt lava? c) Which volcanoes are more likely to explode - the ones with thick lava or thin lava? Why? What evidence do you have? If you would like, you may also draw a picture of your favorite type of volcano and show whether it is an exploding or "oozing" volcano.
Social Studies	Complete Activity 1, Questions 1-6 from the document titled, "Did George Washington Sit Here?"	Complete Activity 1, Questions 7-12 from the document titled, "Did George Washington Sit Here?"	Complete Activity 2, Questions 1-6 from the document titled, "Did George Washington Sit Here?"	Complete Activity 1, Questions 7-11 from the document titled, "Did George Washington Sit Here?"	Complete Activity 3, from the document titled, "Did George Washington Sit Here?"

Get Up and Go!: Breakfast Boost

Do you skip breakfast most mornings? If you're like most kids, you probably do!

A new school year can be a good time to get into the habit of eating a healthful breakfast, say experts. Recent studies show that eating breakfast boosts both your health and your brainpower.

"Breakfast supplies children with the nutrients they need and fuels them for a day of learning," nutrition expert Virginia Campbell told *Weekly Reader*.

Nutrients are substances found in food that help your body stay strong and healthy. Eating a healthful breakfast and a balanced diet during the day will help your body get the nutrients it needs.

www.freeimages.co.uk

A healthful breakfast is an important start to your day.

Right Start

Did you know that the word breakfast means "break the fast"? While you're asleep at night, you're fasting, or not eating. You "break the fast" when you eat a morning meal.

Breakfast replenishes, or restores, the energy that is lost after a night's sleep. That is why it is often called the most important meal of the day.

Breakfast Benefits

Studies show that kids who eat a healthful breakfast learn better, pay more attention in class, and are less likely to miss school. Experts also say that kids who eat breakfast are less likely to overeat later in the day.

That is good news. Along with regular exercise, eating breakfast can lower the risk of becoming obese, or severely overweight.

About 25 million kids in the United States are obese. Being overweight can lead to health

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

problems, such as heart disease, later in life.

Smile Away

Breakfast eaters also have another reason to smile. Eating breakfast in the morning helps keep tooth decay at bay.

A new study found that kids who do not eat breakfast are more likely to have tooth decay than kids who do. Why? Kids who skip breakfast tend to reach for sugary snacks during the day.

Balanced Breakfast

Experts say that if you find yourself crunched for time in the morning, don't rule out breakfast. Being creative with your morning routine can help you make time.

You might try planning your outfit the night before or getting up 10 minutes early. Some families even set the breakfast table before going to bed.

Leaving time for breakfast will give you the brainpower you need in school and will keep you going until the lunch bell rings. "Breakfast really helps to start your engine!" says Campbell.

Quick Breakfast Ideas!

No time for waffles or pancakes in the morning? Don't worry! We have some quick and easy tips for a healthful breakfast:

- Grab that slice of leftover veggie pizza. Eat it cold or warm it up.
- Make a breakfast sundae. Top a bowl of yogurt with fresh fruit and granola.
- Toast cheese on whole-grain bread. Wash it down with a glass of cold orange juice.
- Got milk? Enjoy a cup with a peanut butter and banana sandwich.

Fuel Up With Breakfast!

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

The old saying is true-you are what you eat! That's because your health depends on what you put into your body. Here are some nutrients you might find in breakfast foods:

- Complex carbohydrates found in foods such as cereal provide your body with energy. Your body stores up the energy and uses it when you need it!
- Protein also supplies your body with energy and helps fight infection. Eggs and cheese are good sources of protein.
- Vitamins and minerals help the body grow. Milk and other dairy products provide your body with vitamin D and calcium, a mineral that helps build strong teeth and bones. Fruits and vegetables are good sources of vitamins and minerals. You should eat at least five servings of them a day.

Copyright © 2007 Weekly Reader Corporation. All rights reserved. Used by permission. Weekly Reader is a registered trademark of Weekly Reader Corporation.

Name: _____ **Date:** _____

1. Review the Fuel Up With Breakfast! box. Which of the following is a good source of protein?

A. milk
B. eggs
C. strawberries
D. cereal

2. According to the passage, what *effect* does eating a nutritious breakfast have on kids?

A. Kids don't miss as much school.
B. Kids pay more attention in class.
C. Kids learn better in school.
D. all of the above

3. Look at the box that offers quick breakfast tips. One of the tips says, "Make a breakfast sundae. Top a bowl of yogurt with fresh fruit and granola."

What was the author trying to convey by stating, "Make a breakfast sundae"?

A. a taste comparison of ice cream with yogurt
B. a fun, easy idea for a healthful breakfast
C. a reason why kids should eat ice cream for breakfast
D. a list of toppings to make an ice cream sundae

4. Read the following sentence from the passage:

"A new school year can be a good time to get into the habit of eating a healthful breakfast, say experts."

In this sentence, the word **habit** means

A. lesson
B. routine
C. situation
D. hobby

ReadWorks.org · © 2020 ReadWorks®, Inc. All rights reserved.

5. The author's purpose in writing this passage is to

A. explain why kids don't need to eat breakfast

B. debate the pros and cons of eating breakfast

C. encourage kids to eat healthful breakfasts

D. describe school breakfast programs across the country

6. What does the word "breakfast" mean?

7. Why do you think that the author included the final section called "Balanced Breakfast"?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Studies show that kids who eat breakfast have less tooth decay ____ they don't tend to reach for sugary snacks during the day.

A. because

B. before

C. finally

D. yet

 · © 2020 ReadWorks®, Inc. All rights reserved.

Word Study Warm Up (1-2 minutes)

The final /ər/ sound can be spelled *ar*, *er*, or *or.*

whenever	traitor	sweater
polar	actor	temper
doctor	fever	favor

Fluency sentences (1-2 minutes)

1. I skate whenever I go to the park.
2. The soldier was a traitor.
3. I like to wear a sweater in the fall.
4. Few people live in polar climates.
5. The actor took a bow.
6. Carl has an even temper.
7. The doctor set my broken foot.
8. I stayed home from school with a fever.
9. Toby asked me for a favor.

Final Schwa + /r/ sound

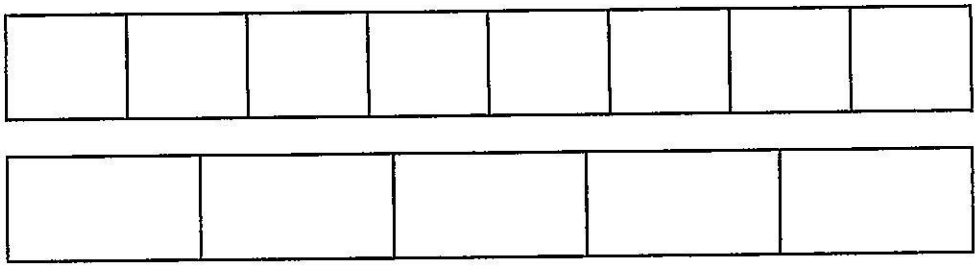
NAME | DATE

Comparing Fractions at the Wild Animal Park

Jazmin and Brent visited a wild animal park. In most of the park, you look at the animals from a distance that is safe for both people and animals, but in one part of the park it's OK to get close and feed some animals. You can buy seed bars to give to the prairie dogs, and little bricks of hay to feed to the deer.

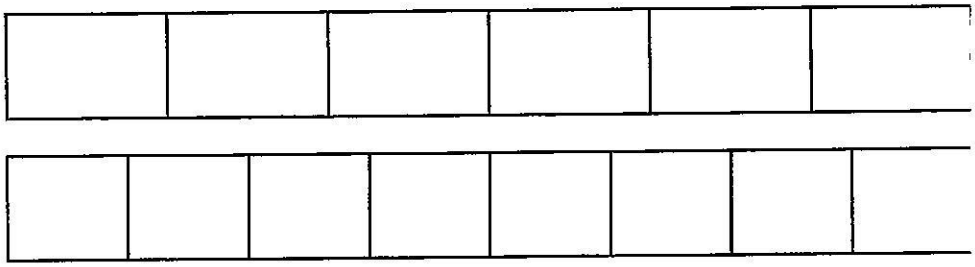
Solve the problems below. You can use the fraction bars to help.

1 Brent and Jazmin each bought a seed bar to feed the prairie dogs. When they were done walking through the animal feeding area, Brent had $\frac{3}{8}$ of his seed bar left. Jazmin had $\frac{2}{5}$ of her seed bar left. Who had more of a seed bar left over?



_____ had more seed bar left over.

2 a Brent and Jazmin each bought a little brick of hay to feed to the deer. Brent fed $\frac{5}{6}$ of his hay to the deer. Jazmin fed $\frac{6}{8}$ of her hay to the deer. Who fed more hay to the deer?



_____ fed more hay to the deer.

b **CHALLENGE** Who had more hay left over, and how much did they have left?

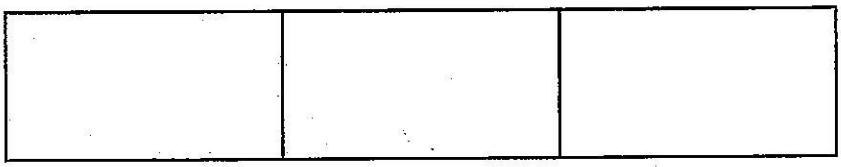
_____ had —— of a brick of hay left over.

 © The Math Learning Center | mathlearningcenter.org

NAME _____ DATE _____

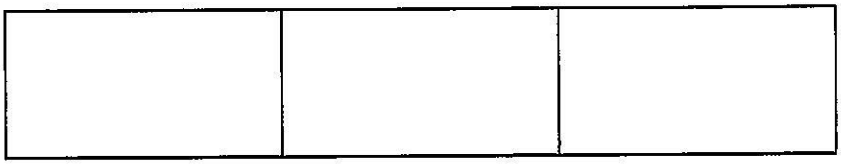
Sketch & Compare Fractions

1 Sketch and name two fractions that are equivalent to $\frac{2}{3}$.



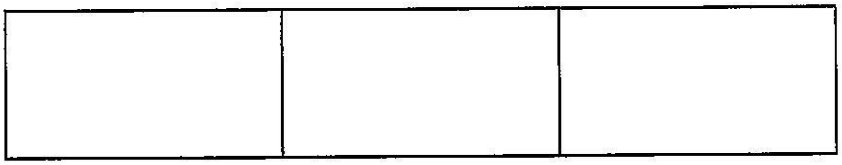
$\frac{2}{3}$

a



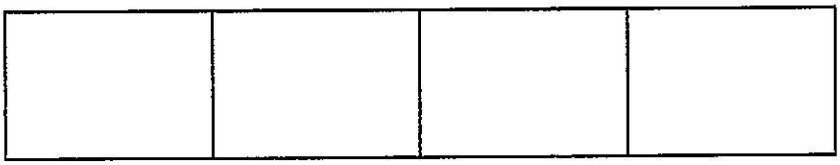
_____

b



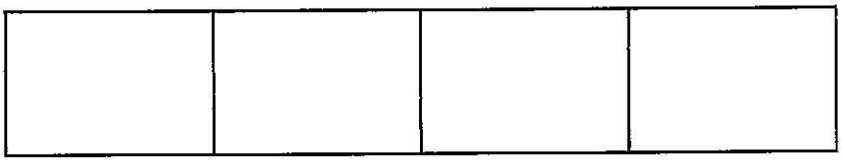
_____

2 Sketch and name two fractions that are equivalent to $\frac{3}{4}$.



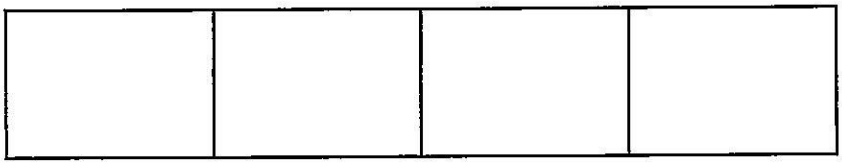
$\frac{3}{4}$

a



_____

b



_____

3 Rewrite $\frac{2}{3}$ and $\frac{3}{4}$ with a common denominator.

$\frac{2}{3}$ = _____ $\frac{3}{4}$ = _____

4 Write two statements using <, =, or > to compare $\frac{2}{3}$ and $\frac{3}{4}$.

_____ _____

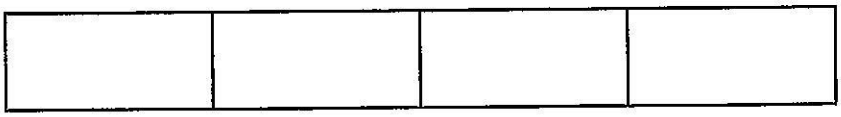
(continued on next page)

 © The Math Learning Center | mathlearningcenter.org

NAME _____ | DATE _____

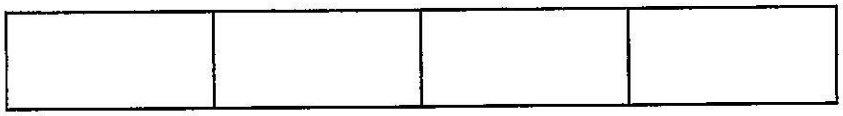
Sketch & Compare Fractions page 2 of 2

5 Sketch and name two fractions that are equivalent to $\frac{1}{4}$.



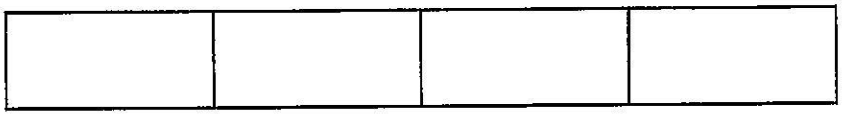
$\frac{1}{4}$

a



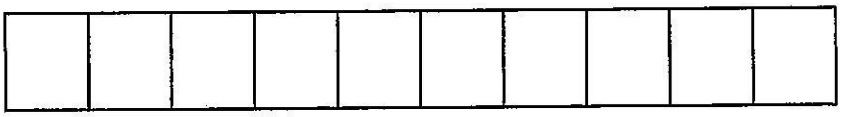
_____

b

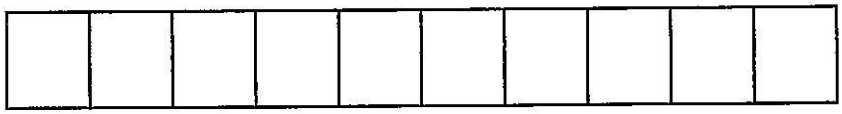


_____

6 Sketch and name one fraction that is equivalent to $\frac{3}{10}$.



$\frac{3}{10}$



_____

7 Rewrite $\frac{1}{4}$ and $\frac{3}{10}$ with a common denominator.

$\frac{1}{4}$ = _____ $\frac{3}{10}$ = _____

8 Write two statements using <, =, or > to compare $\frac{1}{4}$ and $\frac{3}{10}$.

_____ _____

9 Rewrite each pair of fractions with a common denominator. Then write a statement to compare them.

CHALLENGE

ex $\frac{1}{3}$ and $\frac{2}{5}$

$\frac{1}{3} \times \frac{5}{5} = \frac{5}{15}$

$\frac{2}{5} \times \frac{3}{3} = \frac{6}{15}$

$\frac{5}{15} < \frac{6}{15}$, so $\frac{1}{3} < \frac{2}{5}$

a $\frac{2}{6}$ and $\frac{3}{8}$

b $\frac{5}{6}$ and $\frac{3}{4}$

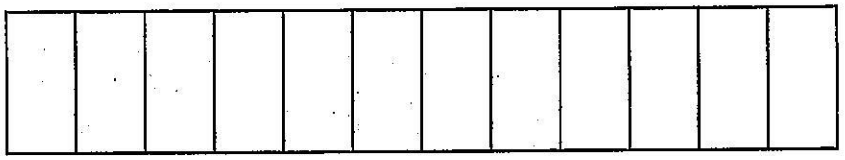
c $\frac{3}{7}$ and $\frac{2}{5}$

© The Math Learning Center | mathlearningcenter.org

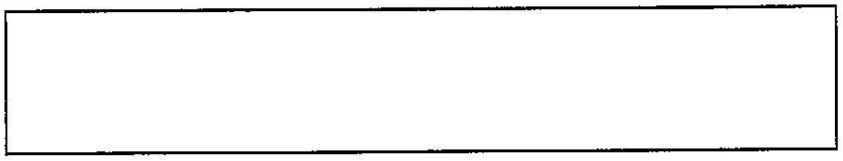
NAME | DATE

Shade & Describe More Equivalent Fractions

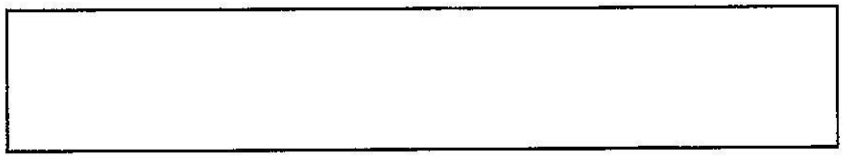
1 a Use the bars to show and name two fractions that are equivalent to $\frac{8}{12}$.
The denominators for two fractions you can make are filled in for you.



$\frac{8}{12}$



$\frac{\square}{6}$



$\frac{\square}{3}$

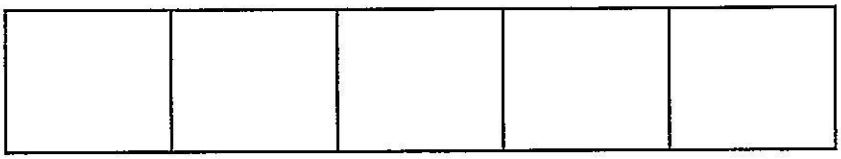
b How many **sixths** are equal to $\frac{4}{12}$?
Write an equation to show.

$\frac{\square}{\square} = \frac{\square}{\square}$

c How many **thirds** are equal to $\frac{2}{6}$?
Write an equation to show.

$\frac{\square}{\square} = \frac{\square}{\square}$

2 a Shade in this bar to show $\frac{2}{5}$.



$\frac{2}{5}$

b Use this bar to show and name a fraction that is equivalent to $\frac{2}{5}$.
The bar has been divided into fifths for you. Draw more lines to make your equivalent fraction.

$\frac{\square}{\square}$

3 Which fraction is greater: $\frac{8}{12}$ or $\frac{2}{5}$? How do you know?

© The Math Learning Center | mathlearningcenter.org

The Pacific Ring of Fire, home to 452 volcanoes

Image 1. Steam rising as lava from Kilauea flows into the Pacific Ocean in Hawaii, September 2016. Lava levels of one of the worlds most active volcanoes rose quickly and showed no signs of slowing down. Kilauea volcano in Hawaii had seen a rise in its magma chamber in recent months with its lava lake visible to all visitors to the Hawaii Volcanoes National Park. Photo by Marc Szeglat / Barcroft Media via Getty Images

By National Geographic Society, adapted by Newsela staff

The Ring of Fire is a string of volcanoes and earthquake sites all along the edges of the Pacific Ocean. About 9 out of 10 earthquakes happen on the Ring of Fire. Three-fourths of all active volcanoes on Earth are along the ring.

The Ring of Fire is shaped like a 25,000-mile horseshoe. It contains 452 volcanoes. The ring stretches from the southern tip of South America, up along the coast of North America, over to eastern Russia, down through Japan and into New Zealand. A group of volcanoes in Antarctica close the ring.

Plate Boundaries?

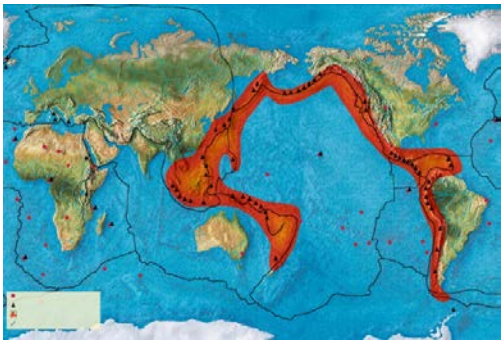


Image 2. A map of the Pacific Ocean. Black dots represent volcanoes of the Ring of Fire. Photo by: QAI Publishing/UIG via Getty Images

The top layer of Earth is called the crust. The crust is split into huge slabs called tectonic plates, which are as large as continents. The plates are always moving, but they move very slowly. Sometimes they crash together, move apart or slide next to each other. The boundaries, or edges, of these plates form the Ring of Fire.

Hot Spots

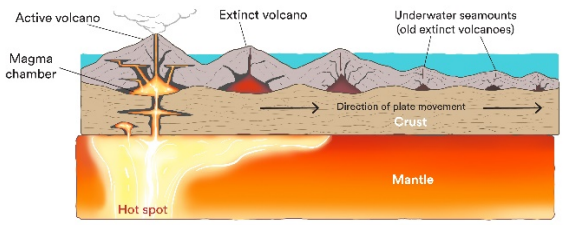


Image 4. Chains of volcanoes can form over hotspots, which is where hot molten rock rises from Earth's mantle. As tectonic plates on the crust move, the volcanoes move too. Graphic by Newsela staff

The Ring of Fire is also home to hot spots. These are areas deep inside Earth. As heat rises from a hot spot, it melts the rock above it. The melted rock, or magma, often pushes through cracks in the crust to form volcanoes.

Active Volcanoes In The Ring Of Fire

Most of the active volcanoes on the Ring of Fire are found on its western edge. Krakatoa is an island volcano in Indonesia. The country of Indonesia is a group of islands between South Asia and Australia. Under Krakatoa, the denser Australian Plate is slipping beneath the Eurasian Plate.

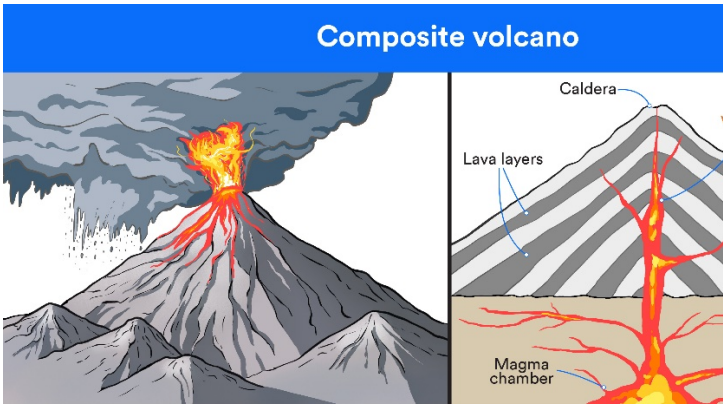


Image 5. Layers of lava flows, volcanic ash, cinders and other material build up to form a composite volcano. Graphic: Newsela staff

Mount Fuji is Japan's tallest and most famous mountain. It is also a volcano. Mount Fuji sits at a "triple junction," where three tectonic plates come together.

The Ring of Fire's eastern half also has active volcanoes. Mount St. Helens is in the U.S. state of Washington. It lies on a weak section of crust. That makes it more likely to erupt.

Popocatépetl is one of the most dangerous volcanoes in the Ring of Fire. The mountain is one of Mexico's busiest volcanoes. It has erupted 15 times since 1519.

Fast Facts:

Jolting Japan

Japan lies along the western edge of the Ring of Fire. Out of all the eruptions in the world, 1 out of 10 happen in Japan. This makes it one of the busiest places on Earth for volcanoes.

Cooling Ring

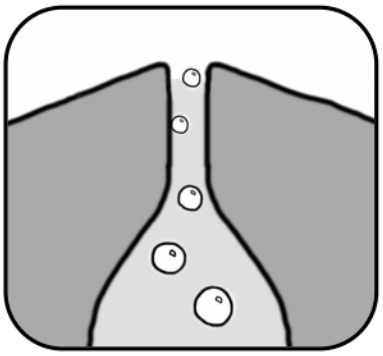
The Pacific Plate causes much of the action in the Ring of Fire. Scientists have found that the youngest parts of the plate, which are about 2 million years old, are cooling off. These parts are getting smaller faster than the old parts of the plate, which are 100 million years old. The younger parts of the plate are the busiest parts of the Ring of Fire.

Provided in partnership with the National Geographic Society. Visit this article and find others like it on National Geographic's site at: https://www.nationalgeographic.org/education/

Name:_____

Lava Experiment #1

Bubbles form in lava as it rises up from deep underground. With a straw, you can add bubbles to your lava, too.



1. Stir each sample with your straw, then blow bubbles in each cup. Note: bubbles in the thick lava may not look like the bubbles you're used to. Watch for craters when they burst through the surface.

2. Which lava is it **easiest** to blow bubbles in? **the thin lava** **the thick lava**

3. See if you can blow **just 1 bubble** in each cup.

Can you do it in the thin lava? Explain: _____

_____

_____

Can you do it in the thick lava? Explain: _____

_____

_____

4. How are the bubbles different in the different lavas?

_____

_____

_____

Name:_____

Lava Experiment #2

5. With your partner, put 1 spoonful of the **THIN** lava on the plate. Try to make it into a mountain-shape. Draw a picture in the box showing how tall it turned out:

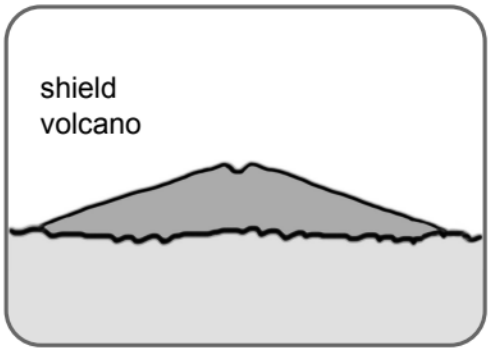
6. Repeat step 1 with the **THICK** lava.

7. What kind of lava do you think **shield volcanoes** have? Why?

_____

_____

_____

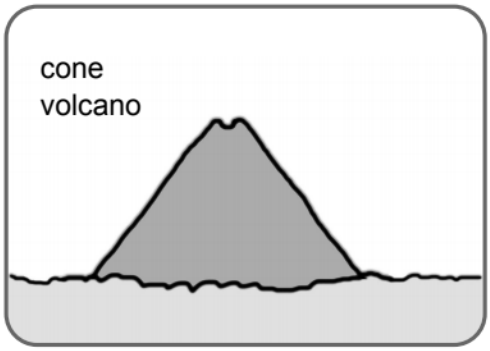


8. What kind of lava do you think **cone volcanoes** have? Why?

_____

_____

_____



Watch the next video to see which type of bubbles makes volcanoes explode!

Did George Washington Sit Here?

Benchmark Standard	History 2a: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.
Grade Band	4-5
Vocabulary / Key Concepts	Genealogy; source

~This Lesson is provided by Winterthur Museum and modified by CSD for use at home~

History Mystery: Did George Washington Sit Here?

Several years ago, Winterthur Museum bought a very special chair. There was a plaque on the chair that said that George Washington had once sat in it. Below is a picture of the special chair. Next to it is a copy of the text on the chair's plaque.

"George Washington used this chair when he dined at the home of Zebulon Ketcham On April 21, 1790 At Huntington South (Now Amityville) Long Island"

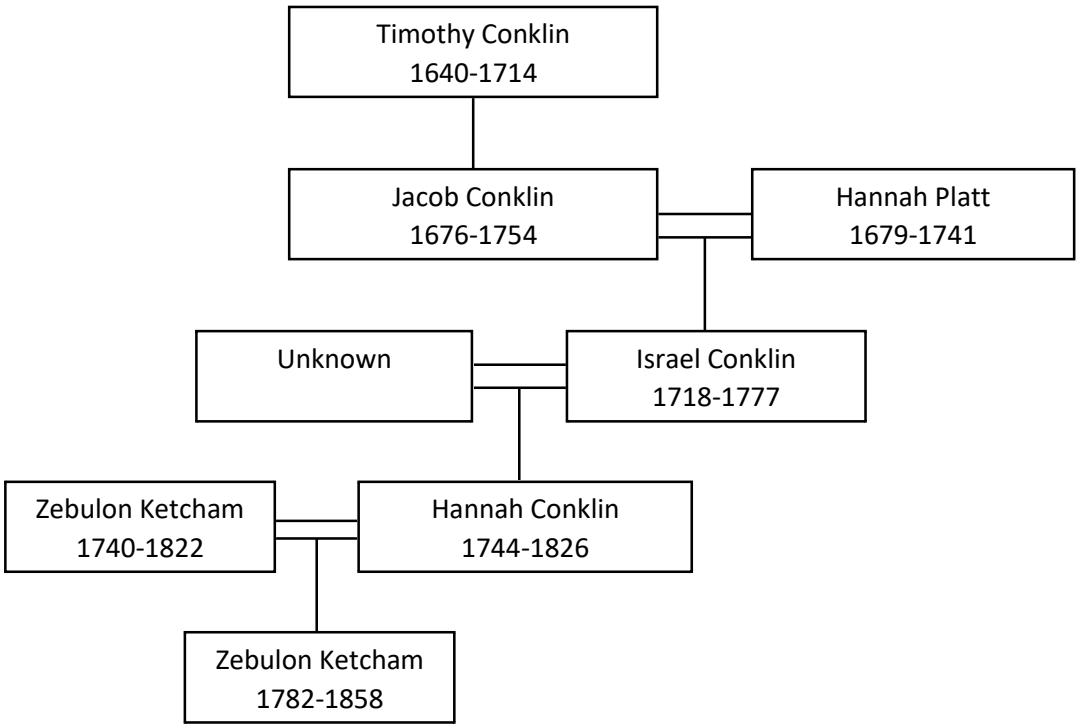
Your mission is to discover whether or not the information on this plaque is true. Did George Washington really sit in this chair? To solve this mystery, you will use primary sources and other documents to help you answer two important questions…

1. Where was this chair in 1790?
2. Were the chair and George Washington ever in the same place at the same time?

ACTIVITY 1: Question 1: Where was this chair in 1790?

We often use family history, or **genealogy**, to learn about people who owned objects in the past. Historians can use family trees to learn how objects may have been handed down from generation to generation. Use the family tree to answer the questions below. This will help you determine whether or not the special chair could have been in the home of Zebulon Ketcham on April 21, 1790.

Descendants of Timothy Conklin
Long Island, New York



1. Look closely at the chair. What initials are on the back? _____

2. Look at the family tree. What last names do you see?

_____

_____

3. Who is the last person born on this family tree?

_____

_____

4. Who are his father and mother?

_____

_____

5. Who is his grandfather?

_____

_____

6. Who is his great-grandfather?

_____

_____

7. Who do you think most likely owned the chair in 1790?

_____

_____

8. Who was most likely to have been "IC"?

_____

_____

9. When did he or she live?

_____

_____

10. Where did this family live?

_____

_____

11. Is there someone else who could have been "IC"? (Hint: People in the 1700s used letters differently. For instance, the name "Jennifer" would have been spelled "Iennifer.")

_____

_____

12. How could the chair have gotten from IC to the person who owned it in 1790?

_____

_____

ACTIVITY 2: Question 2: Were the chair and George Washington ever in the same place at the same time?

George Washington kept journals as he traveled through America after the Revolutionary War. Read his journal entries from April 20, 1790 and April 21, 1790. Trace his travels on the map provided then use the map and journal entries to answer the questions below.

Tuesday April 20th, 1790

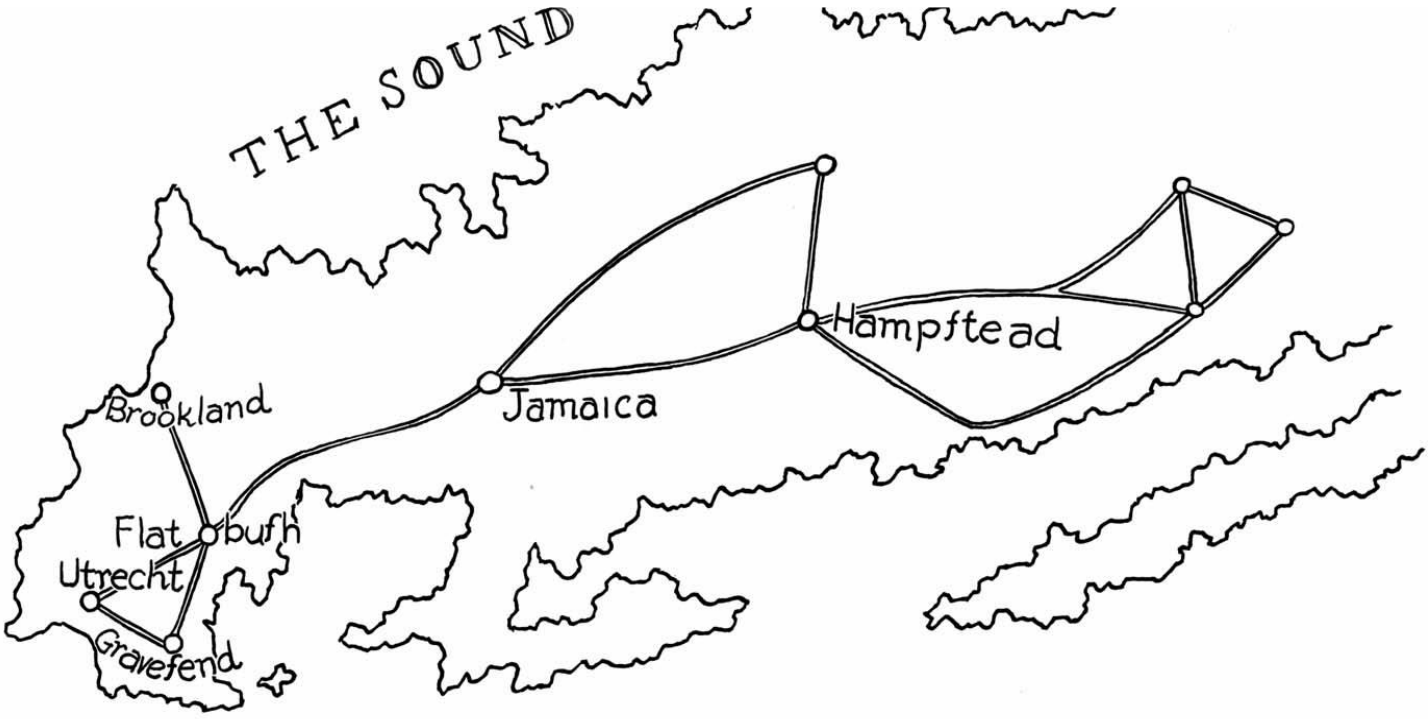
About 8 o'clock (having previously sent over my Servants, Horses and Carriage) I crossed to Brooklyn and proceeded to Flat Bush—thence to Utrich—thence to Gravesend—thence through—Jamaica where we lodged at a Tavern kept by one Warne. . . . From Brooklyn to Flatbush is called 5 miles, thence to Utrich 6—to Gravesend 2—and from thence to Jamaica 14—all this day 27 miles.

Wednesday April 21st, 1790

The morning being clear and pleasant, we left Jamaica about eight o'clock, and pursued the Road to South Hempstead, passing along the South edge of the plain of that name—a plain said to be 14 miles in length by 3 or 4 in breadth witho't. a tree or a shrub growing on it except fruit trees (which do not thrive well at the few settlemts. thereon.) . . . We baited in South Hempstead, (10 miles from Jamaica) at the House of one Simmonds, formerly a Tavern, now of private entertainment for money. From thence turning off to the right, we fell into the South Rd. at the distance of about five miles where we came in view of the Sea and continued to be so the remaining part of the day's ride, and as near it as the road could run, for the small bays, marshes and guts, into which the tide flows at all times rendering it impassible from the height of it by the Easterly winds. We dined at one Ketchum's[1] wch. had also been a public House, but now a private one—received pay for what it furnished—this house was about 14 miles from South Hempstead and a very neat and decent one. After dinner we proceeded to a Squire Thompson's such a House as the last, that is, one that is not public but which will receive pay for everything it furnishes in the same manner as if it was.

[1] Zebulon Ketcham's Inn, at what is now Amityville

MAP OF LONG ISLAND



1. Is George Washington's journal a primary source or a secondary source? How do you know?

   _____

2. On what day did George Washington's journey begin?

   _____

3. Where did the journey begin?

_____

4. What towns did George Washington visit on the first day?

_____

5. Where did George Washington stay (lodge) on the first day?

_____

6. What interesting geographical feature did Washington pass on the second day?

_____

7. What three houses did George Washington visit on the second day?

_____

8. Have you heard any of the four names in this journal anywhere else today?

_____

9. If so, which name(s)?

_____

10. What did George Washington do at these houses?

_____

11. Do you think he probably sat down?

_____

ACTIVITY 3: Let's put it all together!

This was the text on the chair's plaque said: "George Washington used this chair when he dined at the home of Zebulon Ketcham On April 21, 1790 At Huntington South (Now Amityville) Long Island". Now, Let's answer our two important questions.

1. Where was this chair in 1790? _____
2. Were the chair and George Washington ever in the same place at the same time?
    a. YES
    b. NO
3. If they were in the same place at the same time, when was this? _____
4. Do you think George Washington sat in the special chair?
    a. YES
    b. NO
5. Explain your answer to number 4.

_____

_____

_____

_____

_____

_____

_____

_____