### Grade Level: Fourth

#### Week 7 (of 5.18.20)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read <em>Lazy Anansi</em>. Answer the following guiding questions: Why doesn’t Anansi help Rabbit wash up before eating? A) Anansi doesn’t want to eat with Rabbit. B) Anansi doesn’t want to help Rabbit. C) Anansi actually has something else to do. D) Anansi doesn’t know how to help Rabbit. How will Anansi know when the food is read? A) He will smell it.</td>
<td>Read <em>Lazy Anansi</em> again to increase fluency. Summarize the text.</td>
<td>Read <em>Lazy Anansi</em> again to increase fluency. Answer the Text-Dependent Questions 1-5 on pages 3-4.</td>
<td>Read <em>Lazy Anansi</em> again to increase fluency. Answer the Discussion Questions 1-2 on page 5.</td>
</tr>
</tbody>
</table>
Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Math</th>
<th>Elapsed Time</th>
<th>Line Plots, Range, Median and Mode</th>
<th>Add the following fractions:</th>
<th>Mixed Word Problem</th>
<th>Convert the following fractions into mixed numbers:</th>
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<tbody>
<tr>
<td></td>
<td>Sam’s school conducted a running</td>
<td>Complete the line plot</td>
<td>$\frac{4}{8} + \frac{2}{4} =$</td>
<td>A play center has an indoor jungle gym and</td>
<td></td>
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</tbody>
</table>
Christina School District Assignment Board

fundraiser to raise money for the school dance. Please help Sam calculate the amount of time each student spent running. Record this information in fraction form. Finish the table attached to this packet.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Fraction</th>
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<tr>
<td>$\frac{2}{6} + \frac{1}{2}$</td>
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<tr>
<td>$\frac{2}{3} + \frac{3}{12}$</td>
<td>$\frac{5}{4}$</td>
</tr>
<tr>
<td>$\frac{1}{3} + \frac{2}{9}$</td>
<td>$\frac{5}{18}$</td>
</tr>
<tr>
<td>$\frac{3}{4} + \frac{1}{3}$</td>
<td>$\frac{11}{12}$</td>
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<tr>
<td>$\frac{5}{6} + \frac{2}{18}$</td>
<td>$\frac{4}{3}$</td>
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<tr>
<td>$\frac{4}{5} + \frac{1}{8}$</td>
<td>$\frac{37}{40}$</td>
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<td>$\frac{1}{3} + \frac{2}{21}$</td>
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<td>$\frac{3}{9} + \frac{2}{3}$</td>
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<td>$\frac{6}{8} + \frac{3}{10}$</td>
<td>$\frac{31}{40}$</td>
</tr>
<tr>
<td>$\frac{5}{8} + \frac{2}{13}$</td>
<td>$\frac{1}{2}$</td>
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</table>

attached to this packet using the data from Monday’s chart. When you are finished the line plot, answer the questions attached.

4 party rooms. Children can go in to play or have their birthday party there.

1. The center is open for 11 hours each day. Each party takes 3 hours. What is the maximum number of parties the center can host in a day?

2. If the center hosts the maximum number of parties, how much time is left to clean each party room between parties?
Sugar Shake (part 1):
Think: How can you figure out what happens to a rock as it rolls downhill? Need: Activity sheets, paper plate, 5 sugar cubes, plastic container with lid, markers, pencil
Do: Take a sugar cube and answer #1 and 2. Choose two sugar cubes, color just the edges (not the flat parts) with 2 different color markers. Answer #3. Put 1 colored cube and all plain cubes in the container (leave 1 colored cube on plate). Close lid. Do 1st trial, counting out loud. Open container and put cubes on plate. Write down how they have changed. On the colored cube you shook, count how many edges have any color left. Write down result. Put same cubes back in container with lid. Finish data sheets.

Sugar Shake (part 2):
Based on your investigation from yesterday, write your best answers to the following:
a) Rocks at the top of mountains are jagged. Rocks at the bottom of mountains are more rounded. Why do you think the rocks look different? What happened to them?
b) Imagine that you did yesterday’s investigation with rocks instead of sugar cubes. What would you get instead of loose sugar?

Sugar Shake Extension Investigation:
In the Sugar Shake Investigation you modeled a situation where identical rocks are tumbling together. You can see what happens when rocks of different types are bumping into each other by adding croutons (softer, more breakable “rocks”) and/or dried beans (harder, less breakable “rocks”) to the container before you shake it. Try the investigation a few times more with different combinations of these new variables added. Write your best answer to the following:
a) How does the addition of other “rocks” affect the changes in the sugar cubes?
b) How do the croutons and beans change with your shaking?

The Mighty Beans (before):
Use dried beans to demonstrate the power of seeds. Put beans into a paper or plastic cup until it’s about one quarter full. Add water until all the beans are completely covered. Set another cup on top, and add pennies (or other weights) so the cup presses down on the beans. Make a line with a marker to show the cup’s position. Wait an hour, then check on your beans.

(after):
Dried beans are seeds - you can plant them and grow a bean plant. When you add water to dried beans, they start soaking up the water and swelling as they get ready to grow. This is the first step in root wedging - getting bigger and pushing against the surrounding rock. The beans in this cup lifted the weight of many pennies when they swelled.

Plant Walk:
With a grown-up's permission, go for a walk in your yard or around where you live and look for plants that have taken root where they don’t belong. You may find grass growing in cracks in a sidewalk or plants sprouting between stones or bricks in a wall. Draw any examples you find and write a description of what you see happening. The roots of these plants are ever-so-slowly expanding the cracks in which they grow. Just as the plants on the side of a mountain break rocks apart, the plants in your schoolyard are breaking the sidewalk and the stone walls.

Drawing Conclusions about Springer Family
Activity 1:
Complete page 1 of chart
Activity 1: continued
Check your answers. Make corrections to

Drawing Conclusions about Objects 1-3


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<tbody>
<tr>
<td></td>
<td>See attached chart</td>
<td>See attached chart</td>
<td>your guess See attached chart</td>
<td>See attached questions</td>
</tr>
</tbody>
</table>

Christina School District Assignment Board
Lazy Anansi
By Ghanian Folktale

In this folktale from Ghana, a country in West Africa, a lazy spider named Anansi learns an important lesson. As you read, take notes on how Anansi interacts with his friends.

There was a spider called Anansi. Anansi was too lazy to cook his own food. Instead, he used to visit his friends and eat the delicious food they had cooked.

One day, Anansi was passing Rabbit's house when he smelled green vegetables cooking. He was very excited. Rabbit said to Anansi, “They're not quite ready yet. You can help me to wash up while we wait.” Anansi replied, “Sorry, I have things to do. I'll come back later.”

“How will I call you when they're ready?” asked Rabbit. Anansi thought for a minute. “I'll spin a web,” he said. “I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away.” So Anansi tied the web to the pot, and walked on.

Anansi saw Monkey and his wife, cooking beans in a large pot. “Come and join us! The beans are nearly ready.” Monkey said. Anansi replied, “Sorry, I have things to do. Let me tie one end of this web around my leg and one end to your pot. When the beans are ready, pull on the web string, and I'll come.”

As Anansi walked by Warthog's house, he smelled sweet potatoes. Warthog told Anansi, “My pot is full of sweet potatoes and honey! Come and share my food with me. Take this fork and help me to stir it.” Anansi replied, “I'll come back later. Let me tie one end of this web around my leg and one end to your pot. When the sweet potatoes are ready, pull on the web string, and I'll come.”

By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs. “Rabbit's food is ready!” Anansi thought, licking his lips.

He felt a second pull. And a third. And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time! “Stop! Stop!” he cried in pain, as his legs were stretched thinner and thinner. But no one could hear him.

Finally, the web strings could hold no longer. They snapped, one by one. Anansi rolled into the river to soothe his painful legs. But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day.

1. Delicious (adjective): pleasant to taste
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the fable?
   A. People who are lazy don't get to benefit from others' hard work.
   B. Sometimes people take advantage of the kindness of their friends.
   C. Sharing food with others is a good way to show that you care.
   D. People are less likely to share with you if you don't help them in some way.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away.” (Paragraph 3)
   B. “By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs.” (Paragraph 6)
   C. “And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time!” (Paragraph 7)
   D. “But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day.” (Paragraph 8)

3. Which is the best summary of the fable?
   A. A spider's friends work together to punish their lazy friend who never helps them.
   B. A spider's legs are stretched out when he's too lazy to help his friends prepare food.
   C. A spider doesn't know how to cook for himself, but his friends are there to help him out.
   D. A spider is embarrassed when all of his friends invite him to dinner at once.

4. How does paragraph 8 provide a conclusion for the fable?
   A. It reveals that Anansi's friends never planned to let him eat their food without working.
   B. It shows how Anansi suffers consequences for not helping his friends prepare their food.
   C. It stresses how important it is for Anansi to learn how to make or catch his own food.
   D. It shows how Anansi is to blame for why all spiders are ugly.
5. Why do Anansi’s friends stretch his legs out?
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the story, Anansi doesn't help his friends prepare food and ends up not getting to eat with them. Describe a time when you helped someone else and was rewarded for your actions.

2. In the story, Anansi doesn't want to help his friends cook. Why is it important to help others? What do you think Anansi learned after having his legs stretched out? Describe a time when you learned an important lesson.
**Elapsed Time: Monday’s Work**

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<tr>
<th>Children</th>
<th>Time In</th>
<th>Time Out</th>
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</tr>
<tr>
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<td>3:10 pm</td>
<td></td>
</tr>
<tr>
<td>Karen</td>
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<td>3:25 pm</td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>2:25 pm</td>
<td>4:10 pm</td>
<td></td>
</tr>
<tr>
<td>Sandy</td>
<td>3:00 pm</td>
<td>4:00 pm</td>
<td></td>
</tr>
<tr>
<td>Megan</td>
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<td></td>
</tr>
<tr>
<td>Parker</td>
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<td></td>
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<tr>
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<td>5:05 pm</td>
<td></td>
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<td>Ana</td>
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</tr>
<tr>
<td>Janice</td>
<td>3:30 pm</td>
<td>4:45 pm</td>
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**Elapsed Time: Tuesday’s Work**

A. Circle and label the minimum and maximum amount of time spent running.

B. Determine and label the range, or the difference between the greatest and least value in the data. The range is ____________.

C. Find the mode, or value that appears most often. The mode is ______________.

D. Find the middle value, or median. The median is ______________.
Activity 1:

You are going to investigate the Springer family who lived in New Castle, Delaware approximately 200 years ago. Throughout the investigation, you will attempt to determine what the primary sources (artifacts and documents) left behind tell you about the family.

Learn about the Springers by examining some of the evidence they left behind. How many people were in the family? What did they eat? How did they make a living? In the process, find out what future historians could learn about you from the things you will leave behind.
Directions: Look at the pictures and answer the questions in the chart

<table>
<thead>
<tr>
<th>OBJECTS</th>
<th>Describe the Object</th>
<th>What is it made of?</th>
<th>How might it have been used</th>
<th>What does the object say about the time, history</th>
<th>What is the object?</th>
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Don’t know GUESS
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<th>OBJECTS</th>
<th>Describe the Object</th>
<th>What is it made of?</th>
<th>How might it have been used</th>
<th>What does the object say about the time, history</th>
<th>What is the object?</th>
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<tbody>
<tr>
<td>5</td>
<td>Hint: Used to grind</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Hint: Has recipes</td>
<td></td>
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<tr>
<td>7</td>
<td>Hint: used at harvest</td>
<td></td>
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<tr>
<td>8:</td>
<td>processed food</td>
<td></td>
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</table>
Activity 2: Check your Answers

WHAT ARE THE OBJECTS? DID YOU GUESS RIGHT?

OBJECTS 1 & 2:
Object 1: Betty Lamp – The Betty Lamp was one of the earliest used lamps in America. A ourse wick burning in the spout fueled by grease or fish oil in the cup produced a dim, smoky light and a strong smell.

Object 2: Candle Mold – As they cooked, housewives saved all the fat and grease to make into tallow, which they then poured into the candle mold. Wax from bayberries and beehives were used to make fancier candles.

OBJECTS 3 & 4:
Object 3: Niddy Noddy – The niddy noddy was used like a reel to wind wool yarn into standard length skeins before knitting or weaving. As women and children would yarn they would sing this counting rhyme as a way of keeping track of the length of each skien:
“Niddy Noddy, Niddy Noddy, Two heads And one body ‘Tis one ‘Taint one ‘Twill be one by and by, etc.”

Object 4: Wool Cards – Wool cards were used to brush wool to get all the fibers going in the same directions before spinning into yarn. Carding wool was often a child’s job.

OBJECTS 5 & 6:
Object 5: Mortar and Pestle – Dried herbs and roots put in the mortar were crushed with the pestle. Small amounts were then used in cooking and for making simple medicines.

Object 6: The Poor Planter’s Physician – Books like the “Poor Planter’s Physician” were a resource for remedies and treatment of illnesses.

OBJECTS 7 & 8:
Object 7: Sickle – Using a sickle, one man could cut about an acre of wheat a day. Wheat was planted in the fall and harvested in June or July.

Object 8: Flail – Harvested grains like oats and rye were threshed by hand using a flail to break the grain away from the chaff.
Activity 3: What About You?

Now, read through the following information and answer the “QUESTIONS: What about you?” on the same sheet of paper as you used for the previous questions. In addition, take note on what the information tells you about the Springers. Did you figure out all of the following information? Compare what you have to what the following information states about the Springers.

OBJECTS 1 & 2 tell us that the Springers used betty lamps and candles for light, but these were not very bright sources of light. Their daily life was strongly affected by cycles of day and night, because most of the work had to be done during the daylight.

QUESTIONS: What about you?
- How does the availability of electric light affect your daily life?

OBJECTS 3 & 4 tell us that the Springers were farmers. Like most rural families, they raised sheep to provide wool for their clothes and other household items. Wool was processed at home, but the yarn was often taken to a professional waver to be made into cloth.

QUESTIONS: What about you?
- Where do your clothes come from?
- What things could future historians tell about our life or the work you do by studying your clothing?

OBJECTS 5 & 6 tell us that because they lived on a farm, the Springers probably did not have access to professional medical care. Women often acted as healers and midwives, relying on each other for medical advice and support.

QUESTIONS: What about you?
- Who provides your medical care?
- What evidence in your home could future historians use to learn about your family’s health?
Sugar Shake Data Sheet

1. Draw what your sugar cube looks like here:

2. What will it look like after 200 shakes? Draw your best guess here:

3. How many edges does a sugar cube have? _____

4. | Trial # | Shake this many times: | Describe the shape of the sugar cubes you shook. How did they change? | How many edges still have some color? |
<table>
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<tbody>
<tr>
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<td>#5</td>
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</table>

5. You’ve done 5 trials of 40 shakes each. That’s 200 shakes! What do the sugar cubes look like now? Draw one in the box:

6. Does your drawing match your guess in question 2? Yes  No
7 What happened to the sugar cubes when they bashed together in the container? How are they different from the one you didn’t shake?

8 When you take the sugar cubes out of the container, what’s left in the container? Where did that come from?

9 What do you think would happen if you shook rocks instead of sugar cubes?

10 How many more shakes do you think it would take to make the sugar cubes really round (like a marble)? ____________ If you have time, try it out!