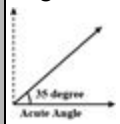
STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Grade Level: 4

Week 9 (6.1.20)

	Day 1	CSD PD	Day 2	Day 3	Day 4
ELA	Read *Got Allergies*. Write a summary of what you read and be sure to include the problem and solution.		Read *Got Allergies* again to increase fluency. Answer questions 1-5.	Read *Got Allergies* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	**Choose Your Strategy Page 1** *Please complete the attached activity titled Choose Your Strategy Page 1*		**Choose Your Strategy Page 2** *Please complete the attached activity titled Choose Your Strategy Page 2*	**Four Partial Products Practice** *Please complete the attached activity titled Four Partial Products Practice*	**Products Four-in-a-Row Game** *Please play the attached game titled Products Four-in-a-Row. Who won? What strategies did they use?*
Science	**Natural Hazard: Landslide:** Natural hazards include tornados, wildfires, floods, and earthquakes. Another natural hazard that can be very dangerous is a landslide. Think and write your best answers to the following: What causes a landslide? What causes loose bits of rock to all come rushing down a mountainside? Why do you think all of the rocks come down at once?		**To Camp or Not to Camp:** Up on the top of mountains, there are a lot of loose rocks and boulders. Rain can often cause those rocks and boulders to start tumbling downhill. Scientists have found that rocks are most likely to tumble down hills with an angle of 35 degrees or more:  Think and write: Imagine you were trying to decide when and where to go camping in a hilly area. What would you	**How Can You Protect Your House? (part 1):** On a piece of paper, brainstorm ideas that might answer this question: How can you protect your house from a landslide? Try to brainstorm at least 3-5 ideas. On the other side of the paper, brainstorm ideas that might answer this question: How can you stop a landslide before it starts? Try to brainstorm at least 3-5 ideas. Choose 1-2 ideas for each brainstorm that you think are the best ideas and	**How Can You Protect Your House? (part 2):** Complete the “Saving My Slide-City Home” handout, choosing what you think is the most achievable and best idea from your brainstorm sessions yesterday. Think and write your best answers to the following: a) What is one thing you really like about this idea? b) Can you think of one thing that would improve this idea?

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			look for to decide whether it's a safe place to camp?	circle them. Try to pick ideas that might be something you could actually do (i.e., try not to choose very silly ideas). Save your brainstorming ideas for tomorrow. It is ok to add more ideas if you think of them.	
Social Studies	Complete Activity 1 and Activity 2 from the document titled, "Economic Systems"		Complete Activity 3 from the document titled, "Economic Systems"	Complete Activity 4 from the document titled, "Economic Systems"	Complete Activity 5 from the document titled, "Economic Systems"

Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.

Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But many kids today come in contact with fewer germs than their grandparents did. That's in part because they grow up in environments with fewer germs such as cleaner homes and smaller families. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.

Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast-a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Alamy

Cough

iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.

Name: _____ **Date:** _____

1. According to the text, what are increasing in the United States?

A. allergens

B. germs

C. allergies

D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

A. The solution is to stay away from dust and mold.

B. The solution is to stop eating milk products and eggs.

C. The solution is to hide from anything that causes allergies.

D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

A. "More people in the United States have allergies today compared with decades ago."

B. "Allergens in the air aren't the only problem."

C. "Those foods can even cause some people to have trouble breathing."

D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

A. A person with allergies is sick and needs to see a doctor.

B. A person who sneezes and coughs often may have allergies.

C. A person who drinks milk and eats eggs will definitely get allergies.

D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

A. Allergies are increasing, but simple steps can be taken to cope with them.

B. Our own human nature has produced more allergies than ever.

C. Everyday foods have caused a higher proportion of allergies than ever.

D. Coughs and sneezes are reflexes to allergens.

6. Read the sentences:

"'There is very good treatment for allergies,' Nish says. 'No one should suffer with **symptoms**.'"

As used in the text, what does "**symptoms**" mean?

A. changes in the body that are signs that a person is sick
B. changes in temperature that give people allergies
C. changes in medicine to treat people when they are sick
D. changes in people's immune systems that cause allergies

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

Kids come into contact with fewer germs today, _____ their immune systems get confused and attack other things.

A. if
B. after
C. although
D. so

8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?

_____

_____

_____

9. What two possible reasons for the increase in allergies are explained in the passage? Use evidence from the text to support your answer.

10. What can be concluded about the increase of allergies in the future? Use the evidence from the text to support your answer.

Word Study Warm Up (1-2 minutes)

The /ôr/ sound is usually spelled *or* or *ore;* the /ûr/ sound can be spelled *ir, ur, ear,* and *or*; and the /yŏŏr/ sound is often spelled *ure.*

early	return	pure
world	search	worse
thirteen	sport	current

Fluency sentences (1-2 minutes)

1. It's too early to go shopping.
2. Please return the library book.
3. I use pure vanilla when I cook.
4. She travels around the world.
5. Let's search for the lost key.
6. My fever seems worse today.
7. Our country had thirteen original colonies.
8. The sport of football is fun.
9. Mary wears current fashions.

NAME | DATE

Choose Your Strategy page 1 of 2

Here are three different ways to solve 4 × 29.

Standard Algorithm	Partial Products	Over Strategy
$\overset{3}{29}$ × 4 116	4 × 20 = 80 4 × 9 = 36 80 + 36 = 116	29 is almost like 30. 4 × 30 = 120 120 − 4 = 116

1 Use the standard algorithm to solve each problem below. Then solve it a different way. Label your method. Circle the method that seemed quicker and easier.

	Standard Algorithm	A Different Way
a 39 × 6		
b 51 × 7		
c 65 × 7		
d 199 × 8		

(continued on next page)

NAME _____ DATE _____

Choose Your Strategy page 2 of 2

2 Fill in the bubble to show the best estimate for each problem. Explain your choice.

a 49 × 8

- ○ 350
- ○ 400
- ○ 450
- ○ 500

b 326 × 3

- ○ 700
- ○ 800
- ○ 900
- ○ 1,000

c Circle the method that seems to help most for estimating the answers to these problems.

Standard Algorithm Partial Products Over Strategy Rounding

3 Sam, Sarah, Deena, and TJ each have 37 marbles. How many marbles do they have in all? Write and solve an equation for this problem. Show all your work.

4 **CHALLENGE** The kids at the high school are having a monthlong car wash. They charge $6.00 to wash a car. If they wash 28 cars a day for 9 days, how much money will they make? Write and solve an equation for this problem. Show all your work.

NAME _____ | DATE _____

Four Partial Products Practice

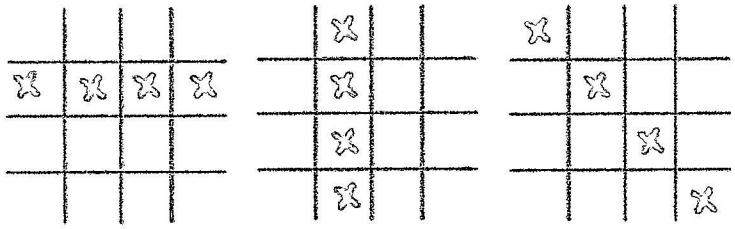
Multiply to get four partial products and add them up. The first one has been done for you as an example.

29 |X| × 25 20 × 20 = 400 20 × 9 = 180 5 × 20 = 100 5 × 9 = 45 725	37 × 24	26 × 32
45 × 36	24 × 18	76 × 15
33 × 28	53 × 39	34 × 73

Products 4-in-a-Row and Products 4-in-a-Row (Multipliers of 10)

Object of the Game

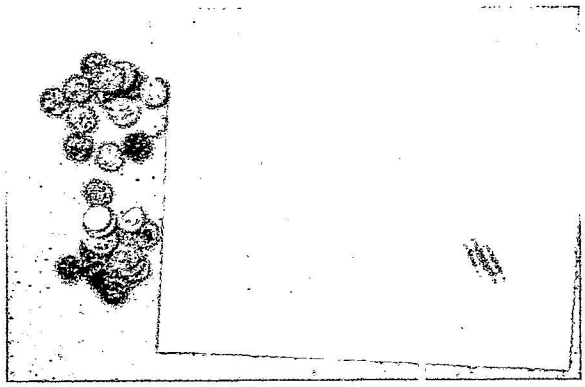
Be the first player to claim 4 spaces in a row, column, or on the diagonal to win the game.



Three ways to win!

Materials

- 1 Products 4-in-a-Row Record Sheet or Products 4-in-a-Row (Multipliers of 10) Record Sheet *Print the record sheet* Products 4-in-a-Row, *or* Products 4-in-a-Row (Multipliers of 10), *or use pencil and paper to make your own.*



- 2 game markers to place on the factors (numbers you'll multiply). Paper clips work well because they don't fully cover the numbers.
- 36 additional game markers (18 per player). These can be dried beans, buttons, coins, paper scraps, building blocks, etc., but each player should have a different color or type of game marker. Players place these on the record sheet to claim products (the result of multiplying 2 or more numbers). You could instead choose to mark the record sheet with Xs and Os. Using objects makes the record sheet reusable.
- Pencil or pen
- Paper to record equations if not using the printed record sheet.

Skills

This game helps us practice

- Multiplication facts
- Connections between multiplication and division

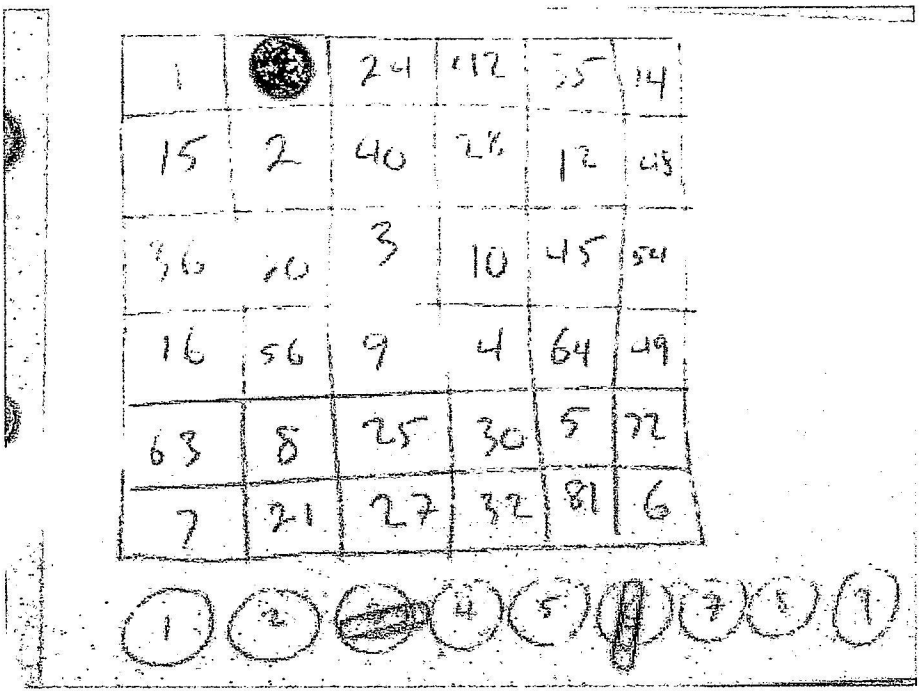
How to Play

Choose which version of the game you'd like to play and print or make a record sheet to share with your partner. *If making a record sheet, it's important to include the products shown on the printable version, but not important that they are in the same order.*

Decide who will go first.

Player 1 puts one of the factor markers on any number, 1–9. (These are the circled numbers in the row at the bottom of the record sheet.) Player 2 puts the other factor marker on a different number.

Player 2 multiplies the 2 factors, claims the product on the grid with a marker, and writes a multiplication equation to match on the record sheet or a separate sheet of paper.

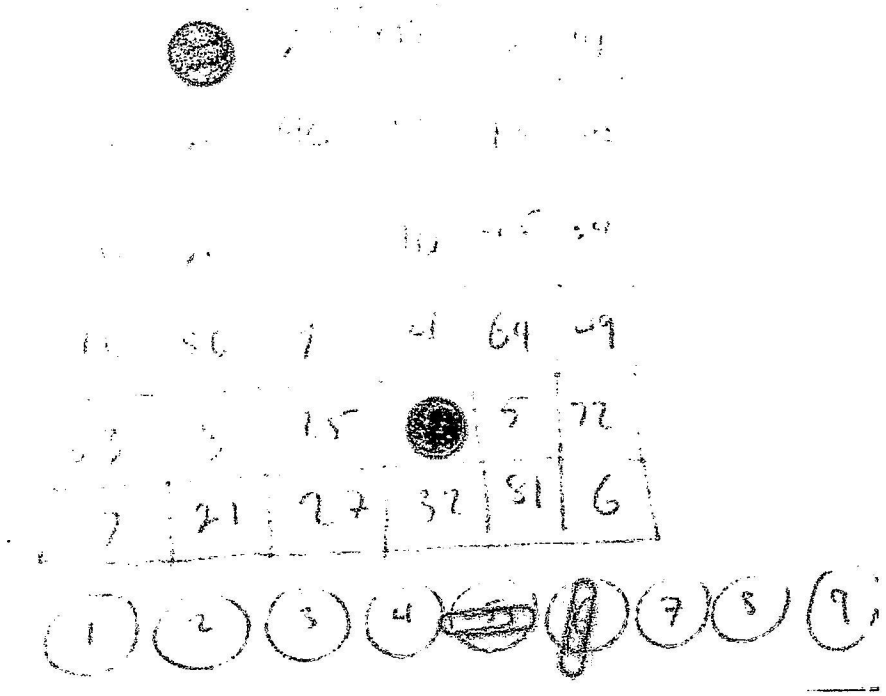


Aunt Elise: *I choose 3.*

Danielle: *I choose 6. Let's see, 3 × 6 = 18, so I'll put my penny on 18.*

Player 1 chooses either of the factor markers to move to a new circled number below the grid, then multiplies the 2 factors to get a new product. Player 1 claims the new product and writes the matching equation.

Aunt Elise: *I'll move the marker from the 3 to the 5. Since 5 × 6 is 30, I get to put my dime on 30.*



Aunt Elise: *Dimes win!*

Players keep taking turns until one claims 4 spaces in a row.

- 4-in-a-row can be vertical, horizontal, or diagonal.
- Players may move only 1 factor marker at a time.
- Both factor markers can be on the same factor.
- If a player chooses a factor that makes a product that is already claimed, the player loses that turn.

Have fun!

Tips for Families

- Discuss different moves you could make before choosing one.
- Ask children to look for moves that will help them claim a product that's in the same row as numbers they've already claimed.
    - *The paperclips are on 4 and 6. What multiples of 6 could you claim? What about multiples of 4?*
    - *I want to claim 36. Is there any way I can move one paperclip to do that? Which one?*

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below. How did it change your strategy for winning the game?

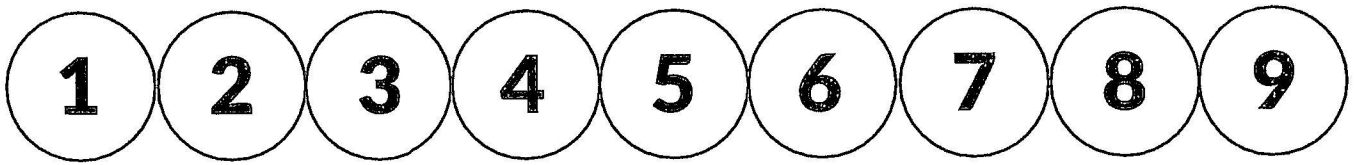
- Play for 5 in a row instead of 4 in a row.
- Play the Products 4-in-a-Row (Multipliers of 10) version.

PRODUCTS 4-IN-A-ROW

1	2	3	4	5	6
7	8	9	10	12	14
15	16	18	20	21	24
25	27	28	30	32	35
36	40	42	45	48	49
54	56	63	64	72	81

Player 1

Player 2



PRODUCTS 4-IN-A-ROW (MULTIPLIERS OF TEN)

100	200	300	400	500	600
700	800	900	1,000	1,200	1,400
1,500	1,600	1,800	2,000	2,100	2,400
2,500	2,700	2,800	3,000	3,200	3,500
3,600	4,000	4,200	4,500	4,800	4,900
5,400	5,600	6,300	6,004	7,200	8,100

Player 1 _____

Player 2 _____

10 20 30 40 50 60 70 80 90

Name:_____

Saving My Slide-City Home

What's the name of your plan? _____

Explain how your plan will protect your house or prevent a landslide:

_____

_____

_____

_____

Draw your plan in this box.

Social Studies Home Learning Activities

Standard Benchmark	Economic Standard 3a: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
Grade Band	4-5
Vocabulary/ Key Concepts	Commodity money: Money that has value as money and as a good. Characteristics of Money: acceptable, divisible, durable, uniform, scarce, portable

Activity 1: Know the characteristics of money

Throughout history many goods have been used as money. This type of money is called commodity money. Commodity money is money that has value as a good and as a money. Examples include corn, nails, shells and glass beads.

For something to be useful as money, it must have these characteristics.

- Relatively scarce—there is a limited amount available.
- Portable—easy to carry around
- Uniform—the same size and shape
- Acceptable—people accept it as payment for goods and services
- Divisible—easily divided into smaller amounts
- Durable—lasts a long time, stays in good condition

Activity 2:
Read about the four examples of commodity money. For each type of commodity complete the chart by placing a check mark for each characteristic that would make it useful if we used it as money today.

Examples of Commodity Money

Bricks of Tea Bricks of tea were used as a form of money throughout China, Tibet, Mongolia, and Central Asia. The nomads of Mongolia and Siberia preferred tea bricks over coins.	
Dried Fish Dried fish were used as commodity money in 15th century Iceland. Horseshoe = 1 dried fish Pair of shoes = 3 dried fish Cask of butter = 120 dried fish	
Cacao Beans Cacao beans were used as commodity money in Mexico up until the 1500s. In the Aztec empire cocoa beans were more valuable than gold dust as a form of money.	
Salt In the 1600s parts of Africa used salt, cut into cubes, as commodity money.	

Characteristics	Bricks of Tea	Dried Fish	Cacao Beans	Cubes of Salt
Acceptable				
Divisible				
Durable				
Portable				
Relatively Scarce				
Uniform				

Activity 3:

Would any of these forms of money be useful as money today?_____

Use information from the table to support your answer. _____

_____

_____

_____

_____

Activity 4

Think of the money we use today.

Does it have all of the characteristics that makes something useful as money? _____ Explain.

_____

_____

_____

_____

_____

_____

_____

_____

Activity 5

Read the story (on the following page) about the man who loved sousaphones and answer the question.

Sousaphones are very large instruments. See the pictures below.

Man with Sousaphone on Train

Men Playing a Sousaphone

The Man Who Loved Sousaphones.

There was a man who loved sousaphones. He decided to work in the Sousaphone Factory. He loved his job. Every day he tested the sousaphones. His job was to make sure every sousaphone made the perfect oompah, oompah sound. He loved his job so much he asked to be paid in sousaphones. The factory owner agreed. On payday, all the workers received a paycheck except the man who loved sousaphones. He was paid with two sousaphones.

Using what you know about the characteristics of money, explain why using sousaphones as money might be a problem for the man. You can use words and/or pictures to explain your answer. Think about trying to use sousaphones to buy a movie ticket, pay for a candy bar or make a deposit into a savings account at the bank.

_____

_____

_____

_____

_____

_____