ISD Grade Level: 4th Grade
ISD Content: ELA
Week: April 20 - April 24

Work Page

Weekly Reading Journal

April 20th-24th, 2020

Use the thinking strategy of asking questions during reading to strengthen understanding.

	Log your reading!	Express your reading!
Mon. 4/20	Book:_____ _____ Circle: Fiction Non– Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today?_____ _____ Reading Rating 
Tues. 4/21	Book:_____ _____ Circle: Fiction Non– Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today?_____ _____ Reading Rating 
Wed. 4/22	Book:_____ _____ Circle: Fiction Non– Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today?_____ _____ Reading Rating 
Thurs. 4/23	Book:_____ _____ Circle: Fiction Non– Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today?_____ _____ Reading Rating 
Fri. 4/24	Book:_____ _____ Circle: Fiction Non– Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today?_____ _____ Reading Rating 

What are some things that stood out to you during reading? What did you learn that was new?

_____

_____

_____

_____

_____

Inspiring Greatness ISD Independence School District

Choice Board
Weekly Reading Skill

April 20th-24th, 2020

Questioning: asking questions and seeking answers throughout reading as a way to strengthen your understanding of the text.

-Pick 1-2 activities per day to complete to practice questioning skills.

1

That's Questionable:

BEFORE: Write down question about your book using each of the 5Ws plus H! (who, what, when, where, why, how)

AFTER: Go through your questions and see how many you can answer now!

2

Superb Stems!

As you read, complete the following thinking stems:

How does the character feel about _____?
What is the purpose of _____?
What does this tell me about _____?

3

Dear Author…

Write a letter to the author with questions you have about the book or characters. This can be as you are reading, or when you finish the book.

4

Interview Time!

Pick a character from your story that you would like to interview, or ask questions. Ask them some of the questions you have as you are reading. Try to think of how they might answer those questions.

5

Read aloud to someone at home!

6

PROVE IT!

Write down two or three possible questions you have about your book.
While you are reading, pause to write down where in the book your questions were answered.

7

Stop Light Questioning

While reading, jot down and answer explicit, implicit and abstract questions about your text.

8

Before, During, & After!

Ask each type of question at each stage of your reading

Explicit-get answers directly within the text.

Implicit -get answers from connecting the text to what we can find outside the text or have in our schema.
Abstract- get their answers from sources outside the text.

9

Character Questions

Ask Questions about your character as you read.

Answer them as you have finished your reading.

Practice Page for April 20th

Read about the Arctic Fox. Using evidence from the text, write 2 facts about the arctic fox. Then, write an opinion statement you have about the arctic fox.

An Arctic Fox lives in the Artic regions of the Northern Hemisphere. It lives in northern Europe, northern Asia, and North America. An arctic fox has many adaptations that help it live in the cold climate. It has a thick fur coat that is brown in the summer and white in the winter to help it blend into the snow. The arctic fox also has fur on the bottom of its paws to help it walk on the ice.

The arctic fox also has great hearing! It can hear small animals moving under the snow. Then, it jumps towards the animal and punches through the snow to grab its prey. Arctic foxes normally eat small animals. These small animals include lemmings, voles, hares, fish, and birds. They are also scavengers and will eat dead animals that the larger predators leave behind.

Male and female arctic foxes are different sizes. The male arctic fox is about 22 inches in length and weighs about 7 pounds. The female arctic fox is about 20 inches long and weighs about 6 pounds.

Facts:

1.

2.

Opinion Statement:

Related Words--April 20th

Related words are words that share a root word and meaning.

Example: "On a cloudy day the sun will suddenly **appear** then **disappear.**"

Root Word: appear

Below use the following two related words in a sentence. You may create two sentences if needed.

1. hid/ hide _____

_____

2. dish/ dishes

_____

_____

Opinion Writing

Topic: _____

Purpose: _____

Opinion Statement: _____
_____
_____

Use transition words and phrases like because, therefore, since, for example, and for instance to link your opinion statement to your reasons.

Reason #1:

_____
_____
_____
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Reason #2:

_____
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Reason #3:

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_____
_____

Concluding Statement: _____
_____
_____
_____

Practice Page–April 21st

Lunch Time

Tyron looked at Vincent's lunch, then back at his. His mom had packed a bologna sandwich with stale Cheetos. Vincent's mom, on the other hand, had packed a delicious peanut butter & jelly sandwich with crisp Doritos and apple juice. "Doritos taste so much better than Cheetos," Tyron thought to himself. He thought ANYTHING would taste better than what he had.

Identify 2 facts and 2 opinions from the passage.

FACTS

_____

_____

OPINIONS

_____

_____

Definitions

Practice Page–April 21st

Directions: Read the definition, and write down the spelling word that relates to the definition.

Answer Key	
honest	noisy
nosy	dine

1. to eat dinner.

_____

2. showing too much interest in other people's activities.

_____

3. truthful, real or sincere.

_____

4. making a lot of noise.

_____

Opinion Writing

Who makes better pets: cats or dogs? Write a persuasive letter to convince a friend or family member of your position. What are your reasons why?

Practice Page for April 22nd

Read the two different paragraphs. Identify the author's purpose and support your answer with proof from the text.

Vote for Carl for class president! Carl is a leader! Last year in fourth grade, he was a great vice president. This year he volunteers to help with after school clubs. He will do great things for our class! Carl promises more school dances and better choices at lunch. So vote for Carl for class president!

The author's purpose is _____ because _____ _____ _____.

How to Hem Pants

First, turn up the hem and press into place. Then, turn under a small edge on the inside of the hem. Press that, too. Next, pin the hem in place. Then thread a needle. Sew the hem in place. Use longer stiches on the inside and smaller stiches on the outside. That way, the stiches will barely show.

The author's purpose is _____ because _____ _____ _____.

First Person Subject/Verb Agreement Practice

Circle the correct verb for the sentence. Write the subject on the line next to the sentence.

1) I **go/goes** to baseball practice every night. _____
2) We **is/are** late for school. _____
3) We **ate/eats** pizza for dinner. _____
4) I **is/am** ready for the party! _____
5) We **have/has** a new puppy. _____
6) I **want/wants** the new game. _____

Bonus Challenge:

Choose one sentence above and change the subject. Does the verb change with a new subject? **Yes/No**

_____

_____.

For the first paragraph, write a Youtube advertisement to one of your grandparents on why a dog or a cat would be a better pet. For the second paragraph, write a Youtube advertisement to an alien on why a dog or a cat would be a better pet. *Remember to be thinking how each advertisement will be different depending on the audience*. What do aliens know about pets? What kind of animals do grandparents like? How could a cat or a dog help an alien or a grandparent?

Paragraph 1: (Grandparent)

Paragraph 2: (Alien)

Practice Page for April 23rd

Read the two different paragraphs. Identify the author's purpose and support your answer with proof from the text.

John dragged his feet and slowly walked home from school. Today had been the worst day ever. At lunch, he spilled his tray of food on the floor. During P.E., he had struck out every time he went to bat. He just knew he had done poorly on his spelling test. Was it possible for this day to get any worse?	The month of February usually has 28 days, except during leap years. Every four years, the month of February will have 29 days. That means that there will be 366 days in a leap year instead of 365 days. 2016 is a leap year with February having 29 days. The next leap year will happen in 2020.
The author's purpose is _____ because _____ _____ _____.	The author's purpose is _____ because _____ _____ _____.

2nd Person Subject/Verb Agreement

Look at the sentences below. Underline the subject and fill in the blank with the verb from the word bank that completes the sentence.Not all words will be used.

1. You _____ blue candies the best.
2. You all _____ to go to the beach today.
3. You _____ enough tokens for the big prize!
4. You _____ your favorite shoes today.
5. You all _____ to study to pass the test.
6. You all _____ doing a great job!

Word Bank:

is are need needs has have
like likes have want wants wear
wore

Name _____ Date _____

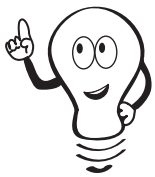
Sea Turtle Citations
Paraphrasing & Direct Quotes

Paraphrase

-translate the author's words into your own words

-use your own writing style and voice

-avoid plagiarism



Direct Quotation

-copy author's words directly from the text

-include quotation marks

-credit the author

Title: Sea Turtles **Author: Jane Robertson** **Page: 7**

Sea turtles are a group of turtles that are adapted to living in the ocean. They live in every ocean except the Arctic Ocean. There are only seven living species of sea turtles and all of them are endangered species. The seven species are: flatback sea turtles, green sea turtles, hawksbill sea turtles, Kemp's ridley sea turtles, leatherback sea turtles, loggerhead sea turtles, and olive ridley sea turtles. Sea turtles spend most of their time underwater. They breathe air, but can use anaerobic metabolism if they need to stay underwater longer. Sea turtles can take one huge, fast breath to fill their lungs. When they need to come up for air, they can do so quickly and stay away from danger.

Directions: Write P for paraphrase or DQ for direct quote on the blank line next to each citation.

1. In the book *Sea Turtles*, Jane Robertson explains that, "sea turtles can take one huge, fast breath to fill their lungs." _____

2. I learned that seven types of sea turtles are still alive today. _____

3. On page 7, the author states, "There are only seven living species of sea turtles and all of them are endangered species." _____

4. Based on what I read in *Sea Turtles*, I know that sea turtles are able to live in all of the oceans in the world except the Arctic Ocean. _____

Directions: Refer to the sentences above to see how to accurately paraphrase and quote text.

5. Do sea turtles breathe air? Paraphrase the author's words in your answer.

_____

_____

6. What is one interesting fact about sea turtles? Use a direct quote in your answer.

_____

_____

Eating in Egypt

Suppose you lived thousands of years ago in Ancient Egypt. What would you have eaten? Like all Ancient Egyptians, you would eat bread with every meal. Garlic bread, raisin bread, and nutbread were three favorites. Egyptians also ate a lot of fruit including figs, dates, and pomegranates. Vegetables were also part of their diet. Lettuce, beans, onions, cucumbers, and leeks were all popular.

What is the author's purpose for writing this passage?

a) To persuade readers that Egypt is the best place for a vacation.

b) To inform readers about what Ancient Egyptians would have eaten.

c) Persuade readers that Ancient Egyptians ate better than anyone else in the world.

d) Entertain readers with a story about dinner time in Ancient Egypt.

Write one fact from this passage.

_____

What is your opinion about the eating in Egypt?

_____

Subject/Verb Agreement Practice

Write the form of the verb that agrees with the subject.

Ex.) (to run) Johnny runs to the pool.

1. The students _____ Pokemon cards. (to collect)
2. Angela _____ ketchup on her fries. (to put)
3. He _____ that I am a good friend. (to think)
4. I _____ to go to the mall. (to want)
5. I _____ to my parents after school. (to talk)
6. They _____ to have a surprise party for their mom. (to plan)
7. She _____ very quickly! (to type)
8. The teacher _____ the students take their test. (to watch)
9. We _____ milk with our breakfast. (to drink)

Cite and Explain Your Evidence #1

Literary Response Essayists state an opinion that they can support with strong evidence. They also explain why their evidence matters. Let's take a look at an example of this.

Example

Claim: In Gary Soto's short story "The Marble Champ," Lupe learns that with determination and hard work, you can overcome difficulties and accomplish your goals.

Evidence: On page 37, Soto emphasizes Lupe's dedication when he writes, ". . . she realized that she had only two weeks to practice." This shows the reader that this story took place in two weeks.

Explanation of Evidence: The author wants the reader to pay attention to the time it took Lupe to learn how to play marbles. At the beginning of the story, Lupe had never played marbles. After only two weeks, Lupe became a champ at this game as a result of practicing every day, even when she was tired.

Directions: Take a close look at the example as you complete the following tasks.

1. Highlight the punctuation that the writer used when she wrote the name of the story.
2. Highlight the punctuation that the writer used when she quoted the text.
3. Circle the ellipsis.

Directions: Now, it's your turn! Record the title and author of your text. Then, write your claim.

Title of Text: _____ Author: _____

Claim:

_____

_____

_____

A **claim** states what you believe and what you intend to prove.

ISD Grade Level: 4th Grade
ISD Content: Social Studies
Week: April 20 - April 24

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ISD

INDEPENDENCE SCHOOL DISTRICT

Work Page

Types of Savings- April 20, 2020

Savings—money deposited in an account at a bank or credit union. The money earns a stated amount of interest.	**Investing-** putting money into a business in the hopes of earning a long-term profit

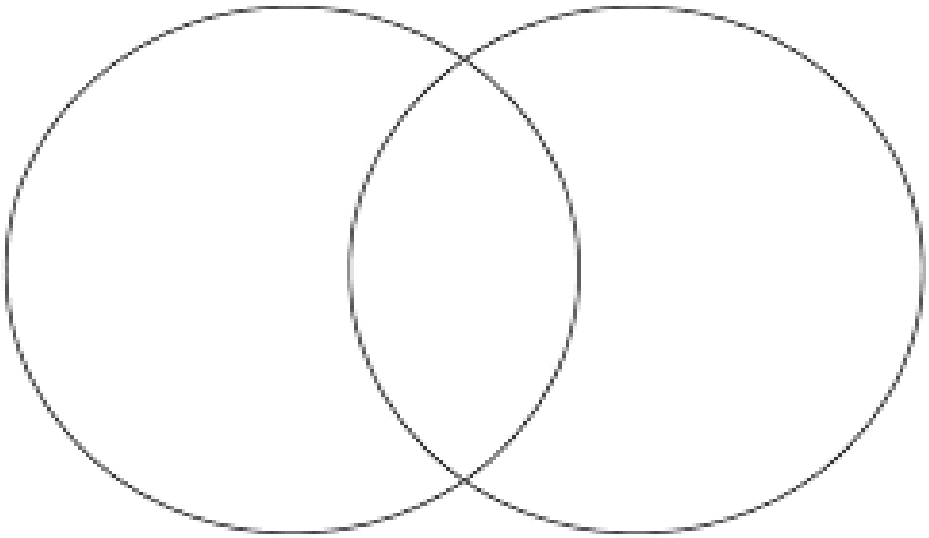
Directions: Read this story then fill out the venn diagram.

Pretend you owned two big dogs, Digger and Dreamer. Each of the dogs went to work every day at the We Dig Holes company. Digger was a very good worker. He loved digging holes. Every day he dug exactly five holes and every day he earned exactly $5, which he brought home to you. Dreamer also loved digging holes, but he also liked to take naps under the big shade tree. So on some days Dreamer dug six holes and earned $6, which he brought home to you. Some days he dug eight holes and earned $8. And one day he even dug 10 holes and earned $10. However, on some days instead of digging holes, Dreamer napped under the big shade tree. And on those days, Dreamer didn't earn any money, and he didn't bring any money home to you. But at the end of every day, Digger and Dreamer both give you big, sloppy, wet dog kisses, and you just laugh while you give them their favorite doggy treats.

Digger and Dreamer are a lot like savers and investors. Like Digger, savers put their money to work in a bank or credit union, where it earns the same amount of money every day. But like Dreamer, investors put their money into businesses to help them grow and be successful. Sometimes the businesses are very successful and the investor earns a lot of money. But if the business doesn't do well, the investor may not make any money and could even lose all the money that he put into the business.

Digger-savers

Dreamer-investors



Types of Investments- April 21

Stocks - Stocks represent ownership in a company. You can buy stock in all sorts of companies like Coca Cola, Apple, and Walmart. The hope is that the company will be profitable and grow. Then the value of the stock will go up and your money will grow, too.

Mutual Funds - Mutual funds are like stocks. A mutual fund represents a group of stocks. When you buy a mutual fund you are investing in a group of stocks. This is a way to invest in a number of different stocks, but not have to buy a bunch of individual stocks.

Bonds - A bond is sort of like a loan. When you buy a bond you are lending your money to a company or government. Bonds can pay higher interest than a bank account, but also come with more risk.

Real Estate - A lot of people invest in real estate. This can be buildings or land. The biggest investment many people make is when they buy their home.

Bank - One of the most conservative investments is with the bank. This might be with a savings account, a money market account, or a CD. With the bank you get some security, but the return is low.

Gold - Precious metals such as gold are often used as investments.

1. A _____ is sort of like a loan. **2.** Mutual Funds are like _____.
3. At a _____ you can open up a savings account.
4. _____ is ownership in a company. You can buy stock from companies like _____ and _____.
5. Name all the different types of investments. (Hint: there are 5) _____
_____

Risk and Reward- April 23

Before investing your money, you will have to understand the important concept of risk and return. Risk and return means that the returns you will get when investing your money will vary. You may even lose money. However, no matter what you do with your money, you are always taking some amount of risk. If you keep your money at home, you risk that it could be lost or stolen. If you place your money in a bank account, you risk that the returns that you get will not be high enough.

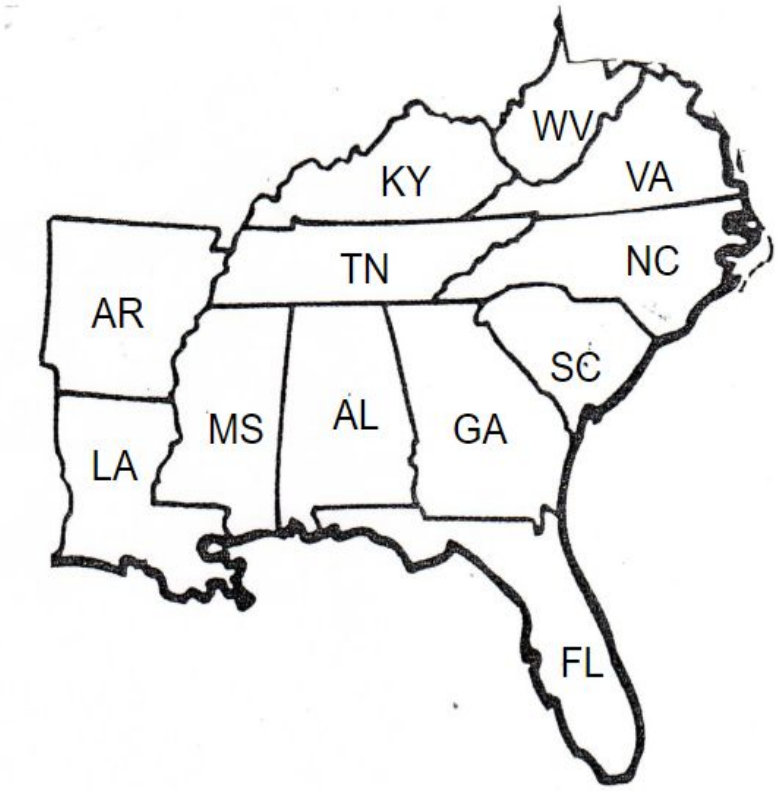
Risk and reward also means that if you take greater risks, you should expect to get greater rewards. If you want the possibility of getting greater rewards, you need to invest your money in more risky investments, for example bonds or stocks. Different bonds and stocks even have different degrees of risk.

From: Moneyinstructor.com

Directions: Draw a picture about what risk and reward means when you invest your money. Remember→ Risk: possibility of loss, Reward: money you earn from your investment

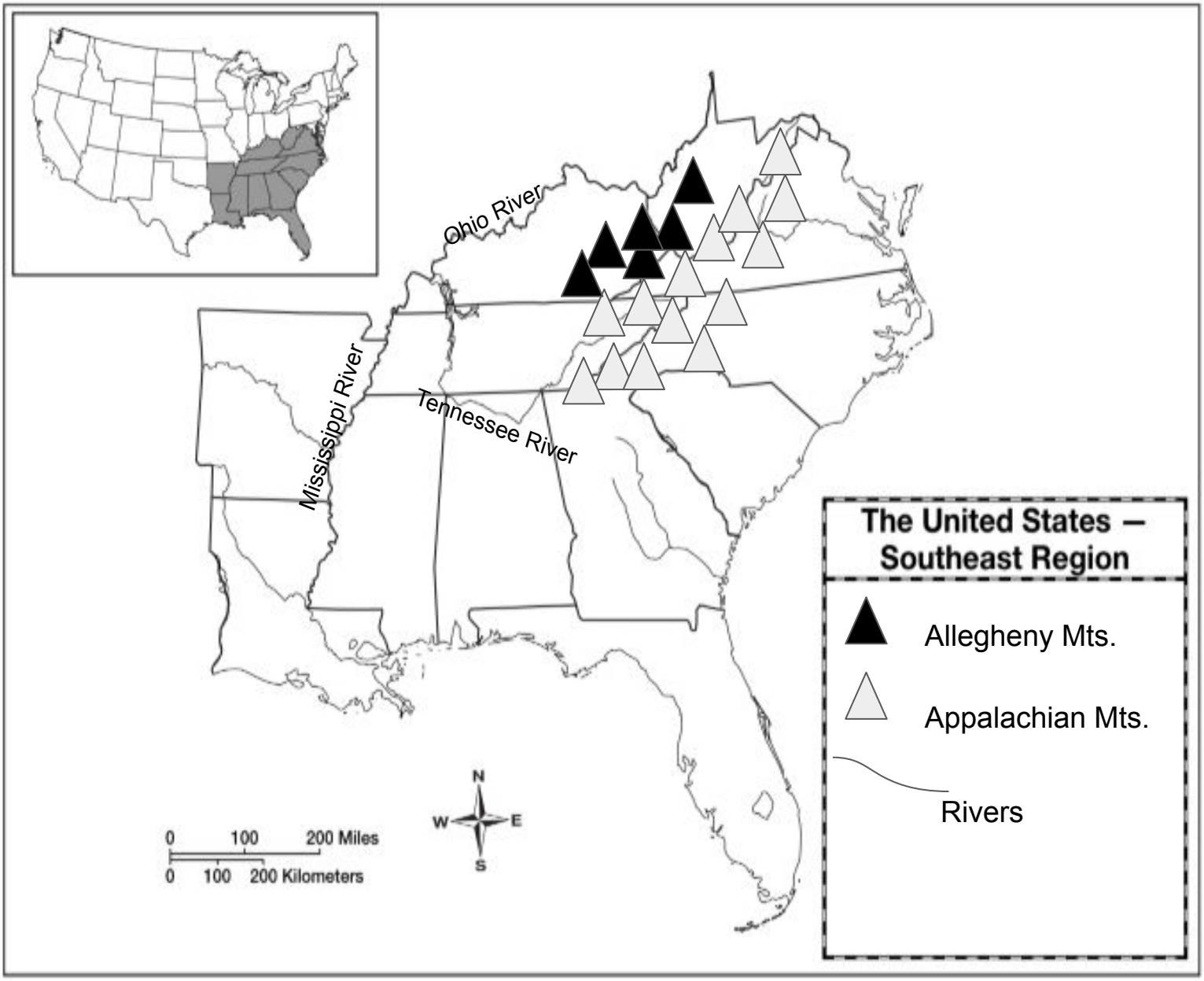
Risk	Reward

The Southeast Region--States & Capitals



- Virginia (VA)
- West Virginia (WV)
- Kentucky (KY)
- North Carolina (NC)
- South Carolina (SC)
- Tennessee (TN)
- Arkansas (AR)
- Louisiana (LA)
- Mississippi (MS)
- Alabama (AL)
- Georgia (GA)
- Florida (FL)

The Southeast Region--Rivers and Mountains



The Southeast Region

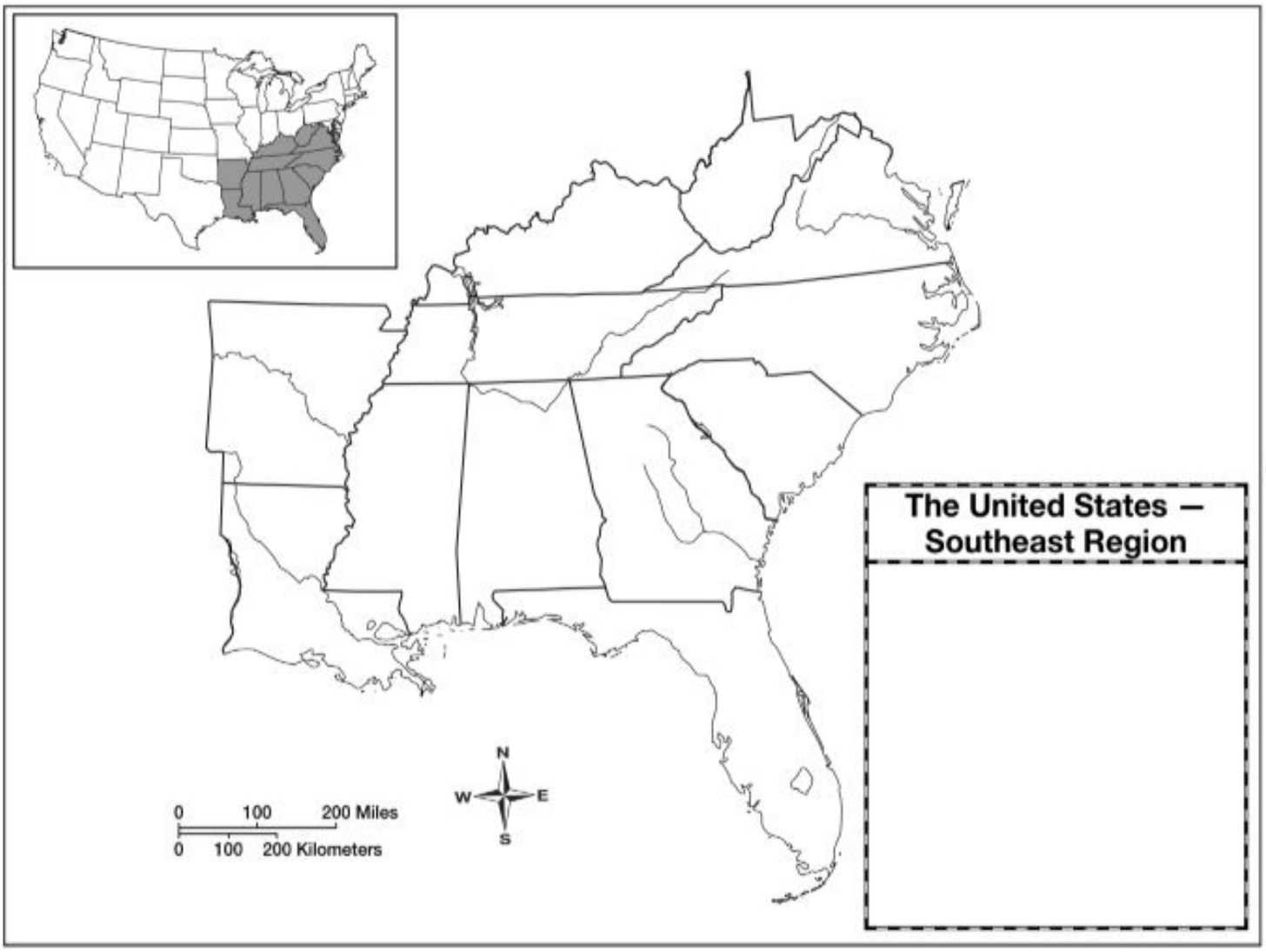
Label and color the map using the information from the labeled map of the Southeast Region states and capitals.

- Virginia (VA)
- West Virginia (WV)
- Kentucky (KY)
- North Carolina (NC)
- South Carolina (SC)
- Tennessee (TN)
- Arkansas (AR)
- Louisiana (LA)
- Mississippi (MS)
- Alabama (AL)
- Georgia (GA)
- Florida (FL)

- Little Rock
- Charleston
- Tallahassee
- Frankfort
- Jackson
- Montgomery
- Columbia
- Baton Rouge
- Atlanta
- Raleigh
- Nashville
- Richmond

The Southeast Region

Label and color the map using the information from the labeled map of the Southeast Region rivers and mountains. Don't forget to label the legend/key!



The Southeast Region

Using the bank of words, complete this word search by looking for Southeast Region words.

West Virginia	South Carolina	North Carolina	Virginia
Florida	Georgia	Alabama	Mississippi
Kentucky	Louisiana	Arkansas	Tennessee
Charleston	Columbia	Raleigh	Richmond
Tallahassee	Atlanta	Montgomery	Jackson
Frankfort	Baton Rouge	Little Rock	Nashville

Work Page

ISD Grade Level: 4th Grade
ISD Content: Math
Week: April 20 - April 24

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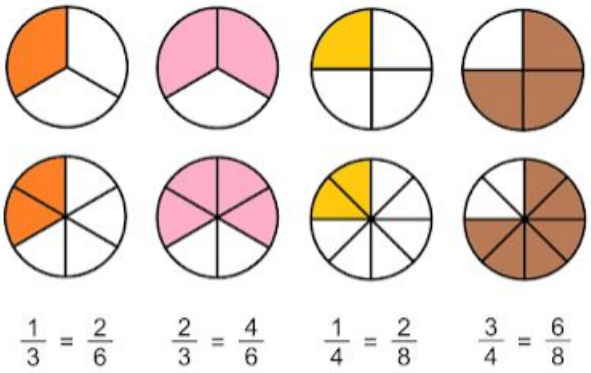
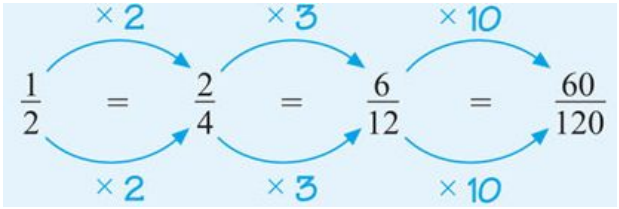
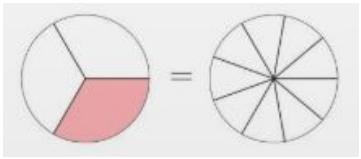
Choice Board
4th Grade /Math
Equivalent Fractions





Name an equivalent fraction to 5/10?	True or false? 1/3=3/9 Why?	Draw a model of 2/4 and 4/8. Are they equivalent?
	Explain to someone in your house how to find an equivalent fraction.	Name an equivalent fraction to 2/6?
True or false? ½=¾ Why?	Draw a model of 6/12 and 6/10. Are they equivalent?	

Math
Geometry

April 20–4th Quarter

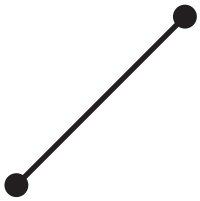
Lines, Line Segments, and Rays

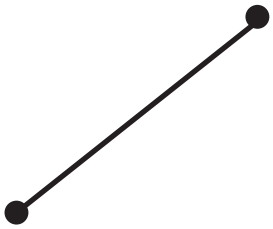
A line is a path that extends in two directions with no end.

A line segment is a path that has two fixed end points.

A ray is a path that has one end point and extends infinitely in the other direction.

Look at the pictures below. Label them whether they are lines, line segments, or rays.





Draw a line segment here.

Draw a ray here.

Draw a line here.

April 20–Review

Go Math 1.1 – Model Place Value Relationships Practice

Find the value of the underlined digit.

1. 26<u>4</u>,769 _____
2. <u>6</u>4,876 _____
3. 132,95<u>5</u> _____
4. <u>8</u>0,352 _____
5. <u>3</u>48,147 _____
6. 21,<u>3</u>61 _____

Compare the values of the underlined digits.

7. <u>3</u>0,000 and <u>3</u>,000
   The value of 3 in _____ is 10 times the value of 3 in _____.
8. <u>6</u>0 and <u>6</u>00
   The value of 6 in _____ is 10 times the value of 6 in _____.

Solve.

9. Alicia has walked 4,310 feet and Jessica has walked 3,297 feet. How many times as great as the value of 3 in 4,310 is the value of 3 in 3,297?

   _____

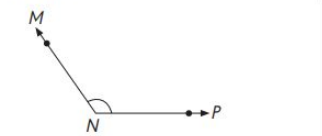
10. Jason has slept 5,040 minutes this week. Tonya has slept 4,670 minutes this week. How many times as great as the value of 4 in 4,670 is the value of 4 in 5,040?

    _____

Angles

Vertex: where 2 rays meet. The vertex of this angle is N

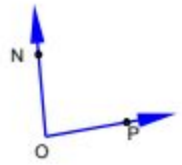
Example



Angle at N: ∠ MNP or ∠ PNM

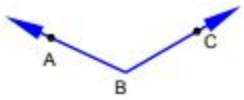
Angle Name: start with either end of the angle and list the points. This angle has two names: MNP or PNM. The vertex is **ALWAYS** in the middle of the name.

Write the vertex name and angle name for each of the following angles.



Vertix: _____

Angle Name: _____

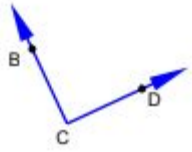


Vertix: _____

Angle Name: _____

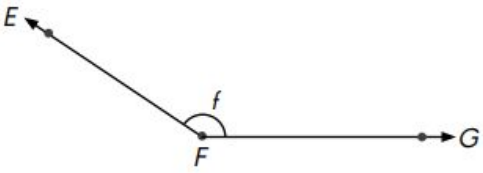
Vertix: _____

Angle Name: _____

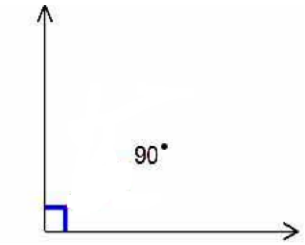


Vertix: _____

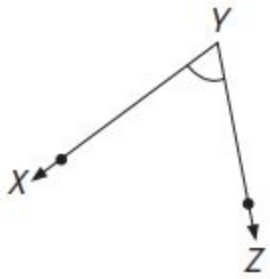
Angle Name: _____



Obtuse: an angle that is greater than 90°

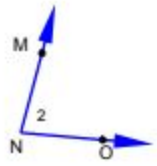


Right: an angle that is exactly 90°

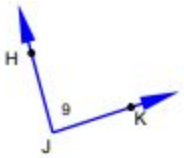


Acute: an angle that is less than 90°

Identify whether the angle is obtuse, right, or acute.



_____



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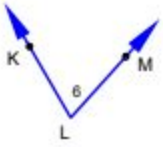
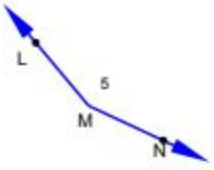


_____



_____

Mixed rounding: round numbers to the underlined digit

Grade 4 Rounding Worksheet

Example: 4,689 rounded to the nearest 1,000 is 5,000

Round to the accuracy of the underlined digit.

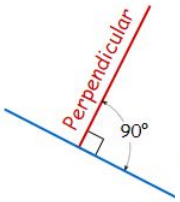
1. 5<u>6</u>,914 = _____
2. 77,<u>4</u>53 = _____
3. 6<u>3</u>,678 = _____
4. 1<u>9</u>,113 = _____
5. 1<u>5</u>,003 = _____
6. 33,5<u>7</u>5 = _____
7. 33,<u>4</u>46 = _____
8. 8<u>4</u>,822 = _____
9. 95,<u>1</u>50 = _____
10. 49,3<u>3</u>2 = _____
11. <u>3</u>,655 = _____
12. 97,7<u>2</u>2 = _____
13. 59,8<u>9</u>9 = _____
14. 3<u>2</u>,420 = _____
15. 20,1<u>5</u>1 = _____
16. 2<u>1</u>,391 = _____
17. 7<u>5</u>,705 = _____
18. 57,<u>3</u>11 = _____
19. 6<u>7</u>,195 = _____
20. 77,<u>3</u>03 = _____
21. 9<u>0</u>,205 = _____

Perpendicular and Parallel Lines

Perpendicular

It just means **at right angles (90°) to**.

The red line is perpendicular to the blue line:



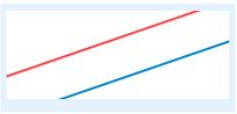
Parallel

Lines are parallel if they are always the same distance apart (called "equidistant"), and will never meet. (They also point in the same direction). Just remember:

Always the same distance apart and never touching.

The red line and blue line are parallel in both these examples:

Example 1



Example 2

Part I – The following sets of lines are either parallel or perpendicular. Check the correct box for each set of lines.

❑ parallel
❑ perpendicular

❑ parallel
❑ perpendicular

❑ parallel
❑ perpendicular

❑ parallel
❑ perpendicular

❑ parallel
❑ perpendicular

❑ parallel
❑ perpendicular

Part II – Draw the correct line to complete each set.

perpendicular

parallel

perpendicular

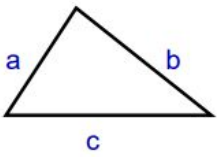
Place Value (A)

What is the value of each underlined digit?

$6\underline{8}6,529$	$179,0\underline{0}8$
$230,\underline{9}23$	$317,\underline{6}68$
$32\underline{5},094$	$2\underline{9}4,271$
$537,3\underline{0}8$	$\underline{5}14,766$
$\underline{4}00,059$	$\underline{6}80,371$
$128,3\underline{3}1$	$421,72\underline{3}$
$\underline{9}21,008$	$918,2\underline{5}0$
$\underline{9}49,902$	$\underline{6}74,782$

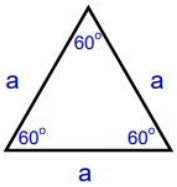
April 23rd–4th Quarter

Triangles and Quadrilaterals



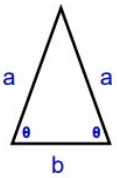
Scalene Triangle

No equal sides.
No equal angles.



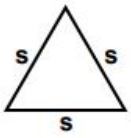
Equilateral Triangle

Three equal sides. a
Three equal angles, always 60°.

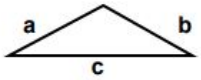


Isosceles Triangle

Two equal sides. a
Two equal angles. θ



Type: _____



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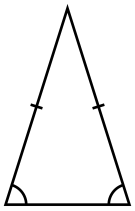

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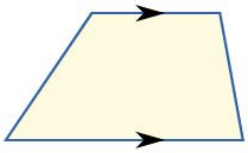
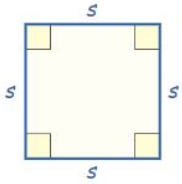
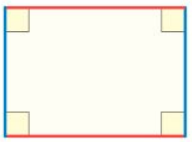


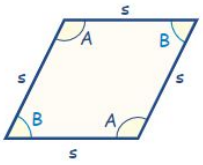
Trapezoid
Has 1 pair of parallel sides opposite from each other



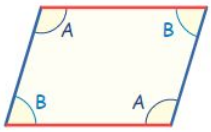
Square
All 4 sides are equal
All 4 angles are equal and 90°



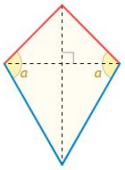
Rectangle
Opposite sides are parallel and of equal length
All 4 angles are equal and 90°



Rhombus
All 4 sides are equal
Opposite sides are equal
Opposite angles are equal



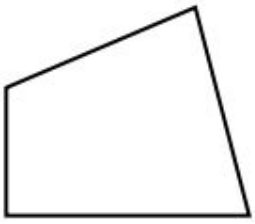
Parallelogram
Opposite sides are parallel and of equal length
All opposite angles are equal



Kite
Has 2 pairs of equal sides
The angles where the two pairs meet are equal

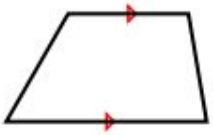
Identify the Type For Each Quadrilateral.

1)



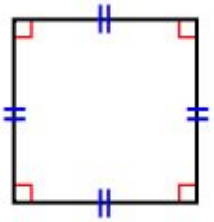
Type: _____

2)



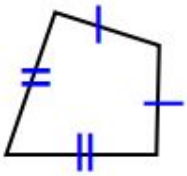
Type: _____

3)



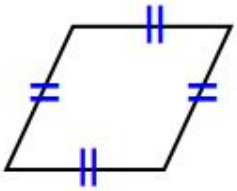
Type: _____

4)



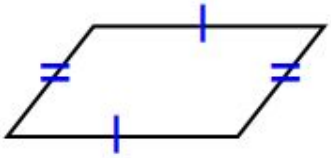
Type: _____

5)



Type: _____

6)



Type: _____

Place Value (E)

What is the value of each underlined digit?

$3\underline{1}9,510$	$668,\underline{4}48$
$9\underline{3}6,703$	$88\underline{7},913$
$813,\underline{3}11$	$845,\underline{7}11$
$552,9\underline{1}5$	$\underline{3}56,408$
$501,40\underline{6}$	$524,29\underline{6}$
$3\underline{4}2,410$	$905,\underline{9}44$
$521,6\underline{5}5$	$927,\underline{6}85$
$619,6\underline{7}7$	$388,4\underline{5}2$

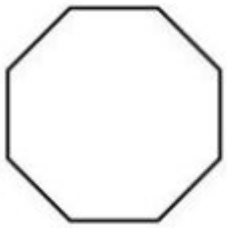
-agon	# of Sides
Pent	5
Hex	6
Hept	7
Oct	8
Non	9
Dec	10

Polygons

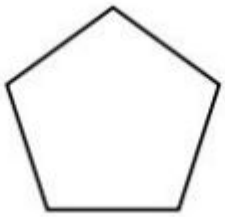
A polygon is a many sided shape that can have any number of sides. To be a polygon,it only has to be a closed shape. When all the sides are the same length, we call it a **regular** polygon.

We can be specific about how many sides. We change the prefix to show the exact #.

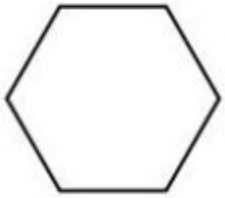
Use the chart to the left to name the following regular polygons.

1) 

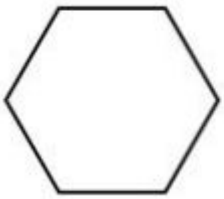
Name: _____

2) 

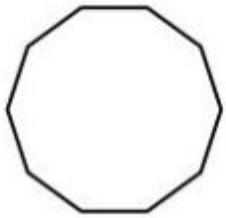
Name: _____

3) 

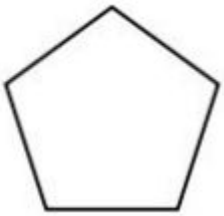
Name: _____

4) 

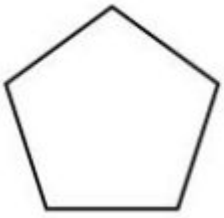
Name: _____

5) 

Name: _____

6) 

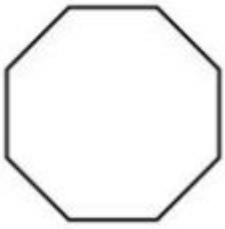
Name: _____

7) 

Name: _____

8) 

Name: _____

9) 

Name: _____

Draw and name three irregular (The sides are not the same length) polygons.

Word Problem Practice

Building blocks on the playroom floor are lined up carefully in 8 rows with 10 building blocks in each row.

A. How many building blocks are there altogether?

B. There are 5 rows of 6 toy cars lined up on the shelf. How many more building block than cars are there?

Word Problem Challenge

There are 825 girls and 763 boys in a school. Including adults, the total number of people in the school is 2,031. How many adults are in this school?

ISD Grade Level: 4th Grade
ISD Content: Science
Week: April 20 - April 24

Inspiring Greatness

ISD

INDEPENDENCE SCHOOL DISTRICT

Work Page

SOUND ENERGY AND THEIR WAVES

Read through the information below, then answer the questions that follow.

All sounds begin with vibrations. When vibrations bump into air molecules, those molecules alternate between a series of rarefactions (fewer particles spread out in a low pressure area) and compressions (many particles packed closely together in a high pressure area). This creates waves, which carry sound energy. In the BrainPop video "Sound", Tim and Moby show an example with a cymbal from a drum set. When the cymbal is struck, the object begins to vibrate rapidly. As the cymbals move back and forth, they begin to create longitudinal waves, quickly alternating between rarefactions and compressions (which can be show in a series of peaks and dips - almost like a wavy scribble). This creates the sound we hear as the cymbal is struck. If the cymbals are played in an area surrounded by hard, smooth surfaces, such as a cave, the sound will bounce off those surfaces and create an echo. This is when the sound is heard repeatedly.

Now, imagine that you are shouting to a friend standing at the opposite end of a long tunnel. Use what you've learned today to explain how sound travels from your mouth to your friend's ears. Try using the terms listed in the word bank.

compression	rarefaction	wave	echo	molecules

YOU SHOUT YOUR FRIEND'S NAME.

THE SOUND REACHES YOUR FRIEND'S EARS.

Read the article and answer the questions.

SPEED OF SOUND AND STATE OF MATTER:

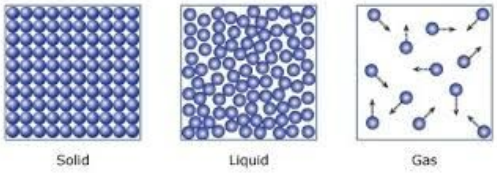
Sound travels at different speeds through different states of matter. The particles in each state of matter look different. The particles in a solid are packed tightly together, so when sound vibrations hit a particle, the particles collide sooner allowing sound to travel faster. Think back to the marble experiment in the sound video on the previous page. Particles in a gas are spread far apart, so it takes longer for one particle to collide into another. This is why sound travels the slowest through gas.

SPEED OF SOUND AND TEMPERATURE:

The temperature of a medium (solid, liquid, and gas) also affects how fast sound can travel. In warmer air, particles move around quickly, causing them to collide more often. This helps sound travel faster. In colder air, the particles moves slower, causing them to collide less often. This is why sound travels slower in colder temperatures.

SOUND IN SPACE:

Space is considered a "vacuum" or an area that has few or no particles. Since space has very few particles, there are no mediums (solids, liquids, or gas) for sound to travel through. This is why sound cannot travel in outer space. If an astronaut took of their helmet and try to talk, no one would hear them. They must use radios and can only hear it through the air in their helmets.



Sound and How It Moves

Write the letter of the correct match next to each problem.

1. _____	mediums	a. Sound can travel quickly because the particles are moving faster and colliding more often.
2. _____	gas	b. solids, liquids, and gas
3. _____	solid	c. a back and forth motion that creates sound
4. _____	outer space	d. Sound travels quickly through this medium because the particles are packed tightly together and collide more often.
5. _____	warmer temperatures	e. a series of rarefaction and compressions traveling through a substance
6. _____	colder temperatures	f. Sound travels slowly through this medium because the particles are far apart and collide less often.
7. _____	vibrations	g. Sound travels slower because the particles are moving slowly and colliding less often.
8. _____	sound waves	h. Sound cannot travel here because there are no mediums for it to travel through.

ECHOLOCATION : IN REAL LIFE

Read the article & answer the corresponding questions.

The **echolocation** used by bats is similar to **S.O.N.A.R**, a technology used by boats & submarines to navigate and detect other marine craft and even measure depth!
Sonar devices bounce a sound pulse, called a **ping**, off a target object & then "listen" for it's echo. The time it takes for the echo to be detected tells you how far away the object is!
Interestingly, the invention of sonar was prompted by the sinking of the Titanic in 1912! One month after that disaster, British meteorologist Lewis Richardson filed a patent for an underwater echolocation device.
Back then, all ships had to detect the presence of icebergs were humans spotters. While you still need a human to look at a sonar display and interpret what it's saying, it's a much safer system than simply looking for icebergs, rocks and reefs with our human eyes!

WHY was S.O.N.A.R invented?

WHAT historical event prompted its invention?

HOW is it useful to humans today?

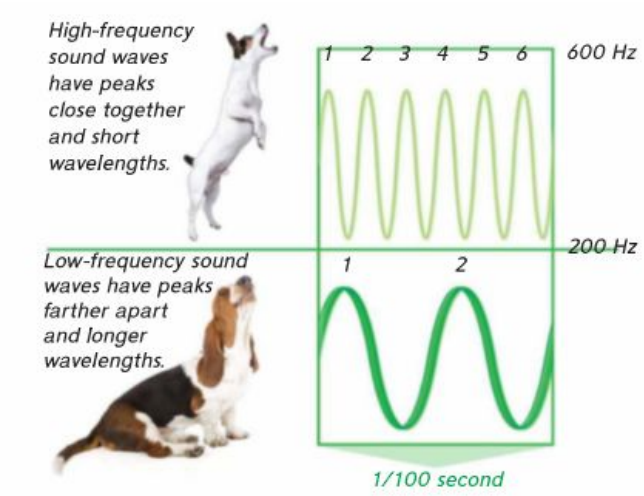
Comparing Wavelength FREQUENCY & PITCH

Circle your answer.

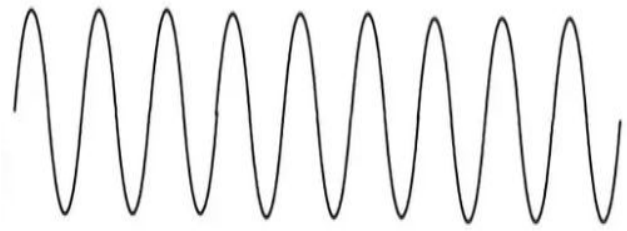
Which of the two images shows the higher frequency with the higher pitch? **A** or **B**

Which of the two images shows the lower frequency with the lower pitch?
A or **B**

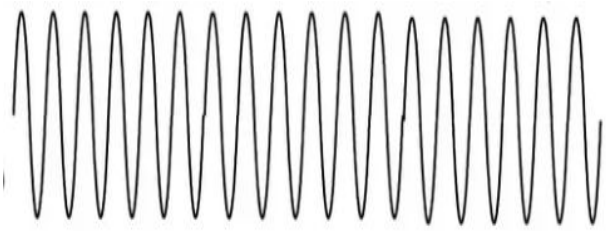
Use this information to help you!



A

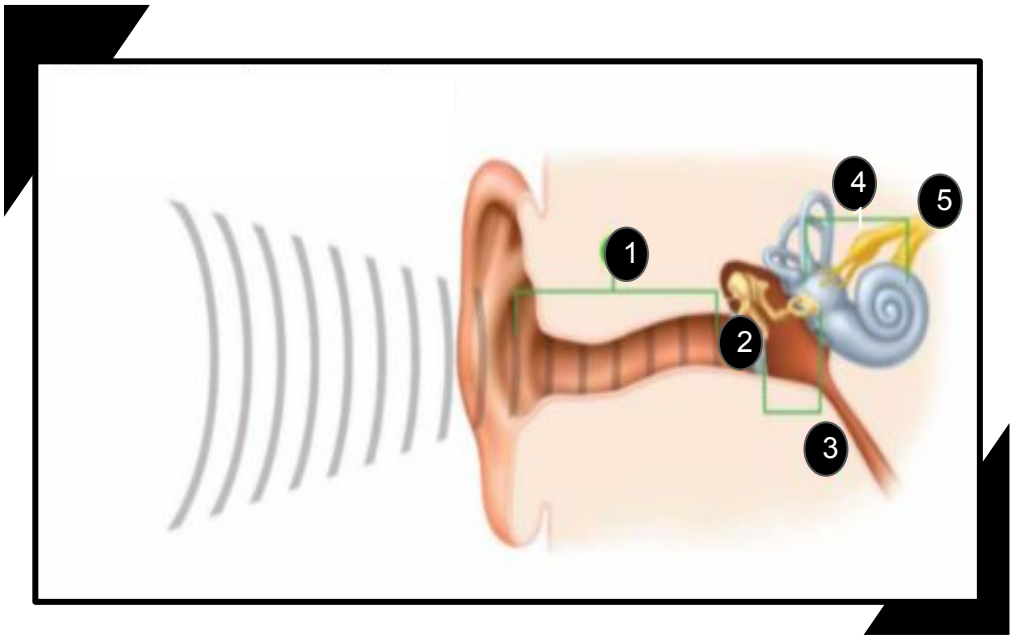


B



LABEL THE EAR

LABEL ALL THE PARTS OF THE EAR.



KEY:

OUTER EAR
MIDDLE EAR
INNER EAR
EARDRUM
NERVE to BRAIN

1 _____

2 _____

3 _____

4 _____

5 _____

Definitions:

OUTER EAR: collects sound waves. Like a funnel, it directs sound waves to the ear.

EARDRUM: sound waves make the eardrum vibrate like the head of a drum.

MIDDLE EAR: vibrations are picked up by tiny bones in the middle ear: the hammer, anvil & stirrup.

INNER EAR: the stirrup passes vibrations to a tube in the inner ear filled with fluid & lined with tiny hair cells.

NERVE to BRAIN: moving hair cells signal a nerve in the ear & carries to the brain. The brain interprets it as SOUND!

Work Page

Work Page

Work Page

Work Page

Work Page

Work Page

Work Page