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Fourth Grade

(May 18-29th)

ELA Instructions for May 18-29th

Hello to you! We are almost done so keep working on your work so it's completed on time.

This week you will be reading nonfictional text on Illinois. You are to read carefully. Remember that when you come to an unfamiliar word, you should apply the skills you have learned throughout the year to figure out the meaning. After reading a page, stop and think about what you've read. If you can't remember any details, you need to reread again.

Math Instructions for May 18-29th

During the next few weeks you will be reviewing multiplication, division and fractions. If you need to, look back in your math notebook for help.

Fourth Grade Weekly Schedule for May 18-29th

This week we will be reviewing the following ELA standards:

RI.4.3 I can read about and explain historical events and tell why they happened using information that was given in the text.

RI.4.10 I can read and understand 4th grade informational texts independently.

Date	Time	Assignment
5/18	30 min.	Read page 24; highlight any words you don't know. Use the strategies you have used this year to figure out unfamiliar words.
5/19	30 min.	Read page 25 carefully; highlight any words you don't know. Use the strategies you have used this year to figure out unfamiliar words.
5/20	30 min.	Read page 26 carefully; highlight any words you don't know. Use the strategies you have used this year to figure out unfamiliar words.
5/21	30 min.	Read page 27 carefully following the same directions as yesterday.
5/22	30 min.	Look over the pages you've read about Illinois this week. List five things you've learned. * Take a picture and share with your teacher.
5/25		Memorial Day- No work for Today! Woohoo!
5/26	30 min.	Read pages 28 and 29
5/27	30 min.	Look over pages 24-29. Carefully answer the questions on page 30. Look over what you read to find the answer.
5/28	30 min.	Using what you've read, carefully complete page 31. Look back to find the answers.
5/29	30 min.	Think about what you've read about Illinois. What would you like to learn more about. Make a list of questions.

Specials	10-15 min	Choose an activity Art, Music, or PE
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Math

4.NBT.B.5 I can multiply a whole number up to four digits by a one-digit whole number.

4.NBT.B.6 I can divide a single digit into numbers up to 9,999 in a variety of ways.

4.NF.3c I can add and subtract fractions with like denominators using a variety of strategies.

Date	Time	Assignment
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5/18	30 min.	Complete: Partner Math (partner A solve the multiplication and division problems)
5/19	30 min.	Complete: Running an Ice Cream Shop
5/20	30 min.	Complete: End-of- Year Word Problems #1
5/21	30 min.	Complete: End-of-Year Word Problems #2 **Take a picture of this and send it to your teacher*
5/22	30 min.	Complete: Partner Math (partner A solve both columns) **Challenge-the bottom four problems are multiplying fractions, but remember multiplication can be written as repeated addition. Ex. $2 \times \frac{1}{5} = \frac{2}{5}$ is the same as $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$
5/25		MEMORIAL DAY: No work for today! Woohoo!!!
5/26	30 min.	Complete: Summer Code Math: Multiplication and Division
5/27	30 min.	Complete: Summer Code Math: Fraction Operations
5/28	30 min.	Use both Carnival Fun pages to complete the activity
5/29	30 min.	Complete: Summer Math Libs #1 <u>**TAKE A PICTURE OF MIXED NUMBER VACATION AND SEND IT TO YOUR TEACHER.</u>

Online resources:

MobyMax <https://www.mobymax.com>

Kahn Academy <https://www.khanacademy.org>

Whoo's Reading <https://www.whooosreading.org>

Prodigy <https://sso.prodigygame.com/login>

Dreamscape <https://www.squiggelpark.com/dreamscape/>

Cuarto Grado Horario semanal para mayo 18-29 de^{ju}

Esta semana va a revisar los siguientes estándares ELA:

RI.4.3 puedo leer y explicar los acontecimientos históricos y decirle por qué ocurrieron utilizando la información que se le dio en el texto.

RI.4.10 Puedo leer y entender textos informativos de 4to grado de manera independiente.

Fecha	Hora	Asignación
5/18	30 min.	Lea la página 24; resalte cualquier palabra que no sepa. Usa las estrategias que has usado este año para descubrir palabras desconocidas.
5/19	30 min.	Lea la página 25 cuidadosamente; resalte cualquier palabra que no sepa. Usa las estrategias que has usado este año para descubrir palabras desconocidas.
5/20	30 min.	Lea la página 26 cuidadosamente; resalte cualquier palabra que no sepa. Usa las estrategias que has usado este año para descubrir palabras desconocidas.
5/21	30 min.	Lea la página 27 cuidadosamente siguiendo las mismas instrucciones que ayer.
22/5	30 min.	Revisa las páginas que has leído sobre Illinois esta semana. Haz una lista de cinco cosas que has aprendido. * Tome una foto y compártala con su maestro.
5/25		Memorial Day- ¡No hay trabajo para hoy! Woohoo!
5/26	30 min.	Lea las páginas 28 y 29
5/27	30 min.	Mire las páginas 24-29. Responda cuidadosamente las preguntas en la página 30. Revise lo que leyó para encontrar la respuesta.
5/28	30 min.	Usando lo que has leído, completa cuidadosamente la página 31. Mira hacia atrás para encontrar las respuestas.
5/29	30 min.	Piensa en lo que has leído sobre Illinois. De qué te gustaría saber más. Haz una lista de preguntas.

Especiales	10-15 minutos	Elija una actividad de arte, música, educación física o
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matemáticas

4 .NBT.B.5 _Puedo multiplicar un número entero de hasta cuatro dígitos por un número entero de un dígito.

4.NBT.B.6 _Puedo dividir un solo dígito en números de hasta 9,999 de varias maneras.

4.NF.3c Puedo sumar y restar fracciones con denominadores similares usando una variedad de estrategias.

Fecha	Hora	Asignación
5/18	30 min.	Completo: Matemáticas del compañero (el compañero A resuelve los problemas de multiplicación y división)
5/19	30 min.	Completo: Ejecutar una
heladería 5/20	30 min.	Completo: Problemas fin de año # 1
verbales 5/ 21	de 30 min.	Completo: Problemas verbales de fin de año # 2 ** Tome una foto de esto y envíela a su maestro *
5/22	30 min.	Completo: Matemáticas del compañero (el compañero A resuelve ambas columnas) ** Desafío: los cuatro problemas inferiores son fracciones multiplicadas, pero recuerde que la multiplicación puede escribirse como una suma repetida. Ex. $2 \times \frac{1}{5} = \frac{2}{5}$ es lo mismo que $\frac{1}{5} + \frac{1}{5} = \frac{2}{5}$
25/5		DÍA MEMORIAL: ¡No hay trabajo por hoy! Woohoo !!!
5/26	30 min.	Completo: Summer Code Math: multiplicación y división
5/27	30 min.	Completo: Summer Code Math: operaciones de fracciones
5/28	30 min.	Usa ambas Carnival Fun páginas de para completar la actividad
5/29	30 min.	Completo: Summer Math Libs # 1 ** TOMA UNA IMAGEN DE VACACIONES DE NÚMERO MIXTO Y ENVÍELA A SU MAESTRO.

Recursos en línea:

MobyMax <https://www.mobymax.com>

Kahn Academia <https://www.khanacademy.org>

Whoo lectura <https://www.whoosreading.org>

Prodigy <https://sso.prodigygame.com/login>

Dreamscape <https://www.squigglepark.com/dreamscape/>



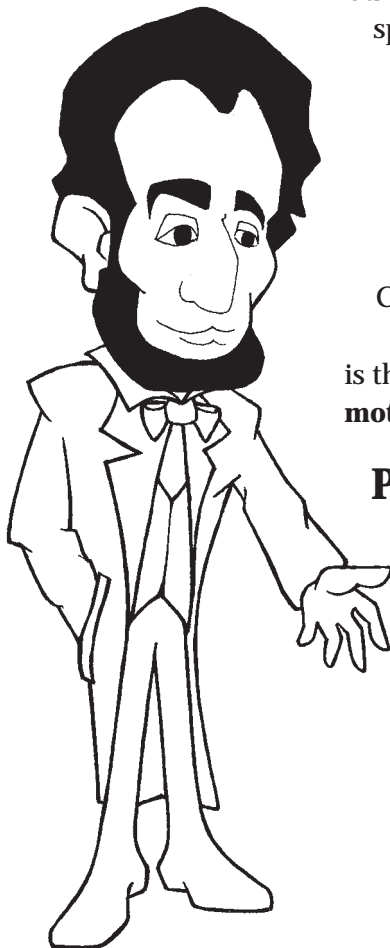
Illinois, the **Prairie** State and the Land of Lincoln, is one of six **Great Lakes** states located in the Middle West region of the United States. It was nicknamed the Prairie State by early settlers. It was the first time they had seen such a huge stretch of land with no trees. The Native Americans who hunted in the area had burned all of the trees to make the animals easier to find.

The Land of Lincoln is the state's most popular nickname. Abraham Lincoln,

our nation's 16th president, spent most of his adult and political life in Illinois.

Springfield, the **capital** of Illinois, is located in the south-central part of the state in a rich **agricultural** area. Though it's not as large as the city of Chicago, Springfield is an important railroad city.

The state bird of Illinois is the Cardinal. The state flower is the Purple Violet, and the state tree is the White Oak. Illinois's **motto** is "State **Sovereignty** (SOV • ur • in • tee), National Union."



ABRAHAM LINCOLN

POINTS OF INTEREST IN ILLINOIS

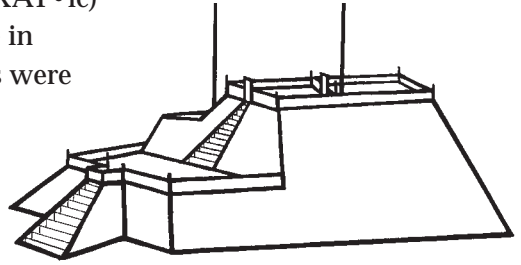
Most of the historic sites in Illinois are centered around the life and death of President Lincoln. Lincoln's **Monument** and Tomb are **preserved** in Springfield. The Lincoln Home National Historic Site is also located in the city of Springfield. Other historic sites in Illinois honor the Native Americans and the early settlers from the state.

Chicago, the third largest city in the nation, offers visitors a variety of activities. The Chicago Symphony, the Museum of Science and **Industry**, and the Museum of **Contemporary** Art are located in Chicago. Five professional sports teams representing baseball, basketball, football, and hockey play their home games in Chicago.

THE FIRST PEOPLE IN ILLINOIS

Illinois has a rich history that began thousands of years ago with **prehistoric** Native Americans. The Paleo (PAY•lee•oh) and Archaic (ar•KAY•ic) peoples were hunters who traveled from place to place in search of food. The Woodland and Mississippi Indians were **descendants** of the Paleo and Archaic Indians.

Both of these groups were Mound Builders. They built thousands of dirt mounds for burial and **ceremonial** purposes. Monks Mound is the largest of these mounds. It rises above 100 feet and covers more than 16 acres. Monks Mound can be seen at Cahokia (kuh•HOE•kee•uh) Mounds State Historic Park.



MONKS MOUND

FRENCH EXPLORERS ARRIVE IN ILLINOIS

In 1673, Father Jacques Marquette (mar•KET), a French **missionary**, and explorer Louis Joliet (joe•lee•ET) arrived in Illinois. They traveled from the Mississippi River to Lake Michigan where the present-day city of Chicago is located.

Marquette and Joliet found many Native Americans living in the region. The Illinois tribe was one of the largest and most powerful groups of Native Americans.

The Illinois people were farmers who built their villages near water. During the 1600s, there were about 10,000 Illinois living in 60 different villages throughout Wisconsin, Iowa, Missouri, and Illinois.

Over time, disease and warfare with other Native American tribes **reduced** the population of the Illinois tribe.

In 1680, French explorer Robert La Salle claimed Illinois for France. He built forts on Starved Rock and Lake Peoria. La Salle established a fur trading business with the Native Americans in the area.

In 1699, a French **mission** was built in Illinois. This was the first permanent settlement established in the present-day state. More French settlers moved to the area. By 1750, there were about 2,000 French people and a few black slaves living in Illinois.



ROBERT LA SALLE

THE FRENCH AND INDIAN WAR

There were many **disputes** between **Great Britain** and France over land ownership in America. Both countries claimed to own the same areas of land. Great Britain and France fought for several years over the land and beaver hunting territories. The last and largest of these battles was the French and Indian War. Many Native Americans fought for the French during the war. Great Britain sent **military** troops to help the English **colonists** in America battle the French and their Native American **allies**.

At the end of the war, France and its Native American allies were **defeated**. France lost all of its land east of the Mississippi River to Great Britain. This included the land that the French had settled in Illinois. As long as the French accepted and followed Great Britain's laws, the French settlers were not forced to move from Illinois.



FAST FACTS

- ★ The men of the Illinois tribe hunted buffalo. They would set the prairie on fire to bring the buffalo out of hiding. Burning the prairie kept the land free of trees, and also helped the hunters find deer and elk.

THE NORTHWEST TERRITORY

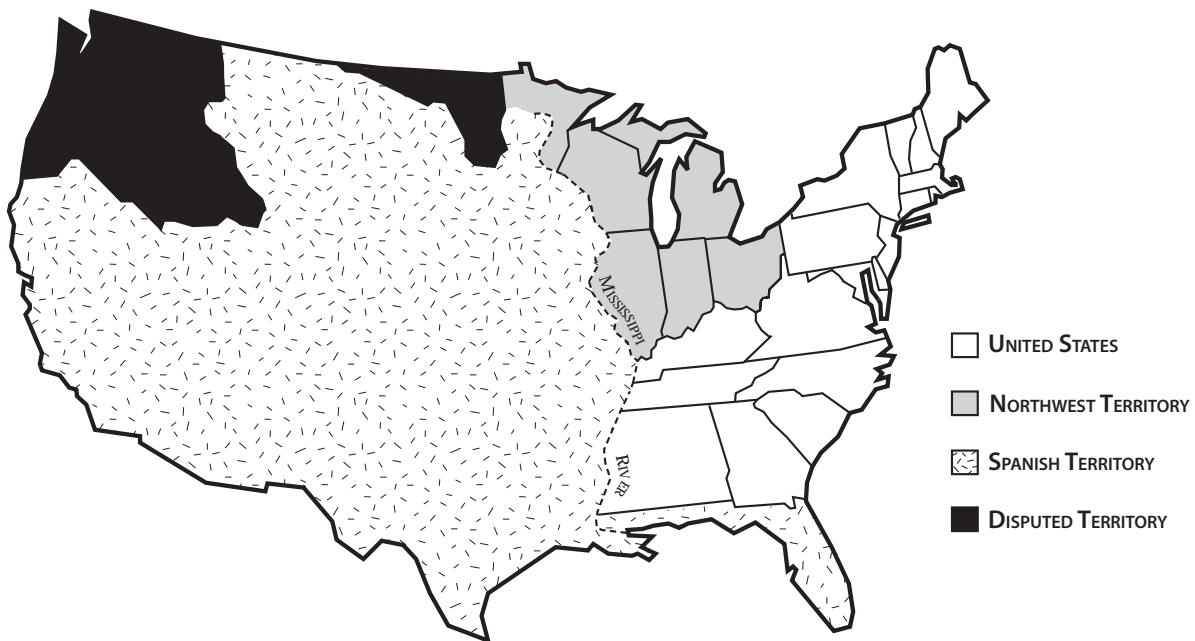
During the Revolutionary War, the colonists in America fought for their **independence** from Great Britain. The colonists won the war and the 13 original colonies formed the United States of America. All of Great Britain's territory in America became the property of the United States. Using some of its new land, the United States government formed the Northwest Territory. The Northwest Territory included the present-day states of Illinois, Ohio, Indiana, Michigan, Wisconsin, and part of Minnesota.

Settlers who wanted to purchase land in the Northwest Territory could buy a one square mile section of land. The United States government planned to divide the Northwest Territory into separate states some day. There were certain rules that had to be followed first.

The entire Northwest Territory was ruled by one **governor**, one secretary, and three judges. These people were chosen by **Congress**.

When the free adult male population in one part of the Northwest Territory reached 5,000, that section could become a separate territory. The new territory could choose its own leaders. Settlers of these new territories were not allowed to own slaves. When the population of each territory reached 60,000, the territory could write a state **constitution** and enter the Union as a state.

In 1809, the population of Illinois reached 5,000. Illinois became a separate territory. Most of the settlers who came to the Illinois Territory settled along the Mississippi River, the Wabash River, and the Ohio River. Settlement of the Illinois Territory was slow because Native Americans claimed most of the territory's land.



ILLINOIS BECOMES A STATE

Illinois wanted to become a state, but it did not have enough people living in it. Remember, the United States government required a population of 60,000 before a territory could become a state. The **representatives** of the Illinois Territory asked the United States Congress to redraw the **boundary** of Illinois so that it included the city of Chicago. Chicago was originally included in Wisconsin's boundary. If Chicago became part of Illinois, the territory would have enough people living in it to become a state. Congress agreed and made Chicago a part of Illinois. On December 3, 1818, Illinois became the 21st state to join the Union.

NATIVE AMERICAN CONFLICTS IN ILLINOIS

Settlers began moving to all parts of the new state of Illinois. Many moved to the northwest part of the state where they found work in the lead mines. The settlers needed more land. They offered to buy it from the Native Americans of the Sauk (SOCK) and Fox tribes who had moved to the northwestern part of Illinois in 1734.

Most of the Sauk and Fox agreed to sell their land to the United States. In return, these Native Americans received land in southeast Iowa. The United States government also promised these tribes yearly payments of 1,000 dollars.

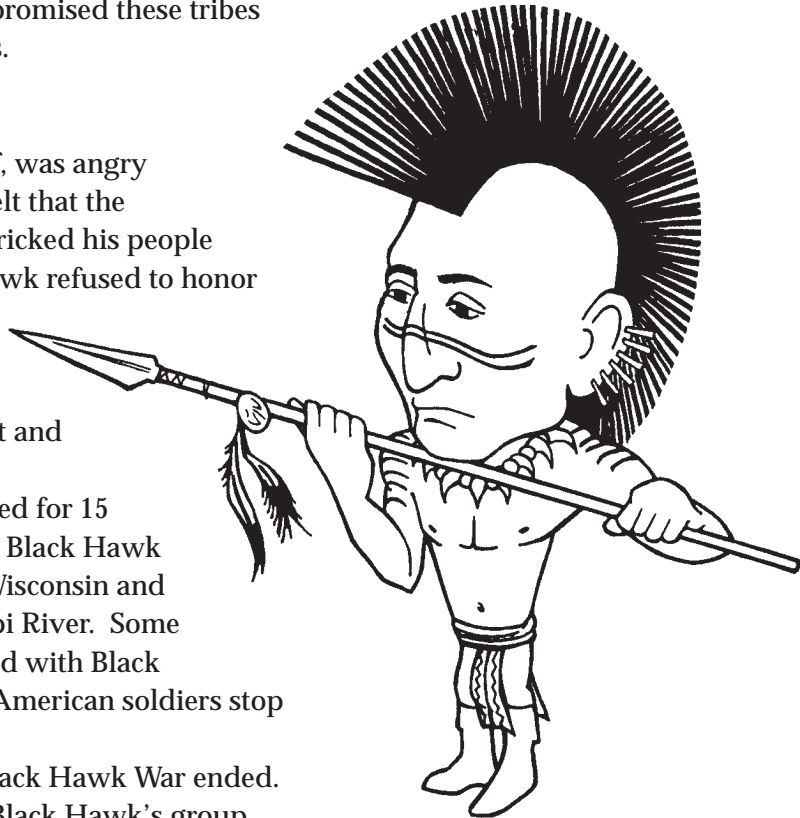
BLACK HAWK

Black Hawk, a Sauk chief, was angry that his tribe sold its land. He felt that the United States government had tricked his people into selling their land. Black Hawk refused to honor the agreement.

In 1832, Black Hawk returned to Illinois with 1,000 followers. They planned to fight and retake control of their land.

The Black Hawk War lasted for 15 weeks. American troops chased Black Hawk and his band of followers into Wisconsin and westward toward the Mississippi River. Some Native American tribes disagreed with Black Hawk. They joined to help the American soldiers stop Black Hawk.

On August 3, 1832, the Black Hawk War ended. The few surviving members of Black Hawk's group were attacked and killed as they tried to cross the Mississippi River. Black Hawk escaped capture. He **surrendered** a few days later. After spending time in prison, Black Hawk agreed to live peacefully on the **reservation** in Iowa with the rest of the Sauk and Fox tribes.



CHIEF BLACK HAWK

THE ECONOMY OF ILLINOIS

During the 1830s and 1840s, settlers came to Illinois and became farmers. They worked many hours **tilling** the hard-packed soil of their farms by hand. This job was made easier when a man named John Deere developed a steel plow that turned the soil over with less effort.

In the 1850s, other farming tools were **invented**. These tools made planting crops of corn and wheat very **profitable** for farmers in Illinois.

In 1848, the Illinois and Michigan **Canal** was completed. The canal gave Illinois farmers a way to **transport** their crops to Chicago.

In 1856, the Illinois Central Railroad was finished. The railroad connected more sections of the state to Chicago.

By 1860, Chicago had become the leading **industrial** center in the Middle West region of the United States.

Coal mining became an important industry in the southern part of Illinois. Miners supplied the coal needed to fuel the state's railroads, houses, and **factories**.



COAL MINER

THE CIVIL WAR

During the Civil War, Illinois stayed loyal to the Union and fought against slavery. This was difficult for many of the settlers. Most of them had moved to Illinois from the Southern states. Many of these settlers had either owned slaves themselves, or grew up on **plantations** where their parents and grandparents had owned slaves.

No major battles were fought in Illinois, but 250,000 soldiers from Illinois fought in the Union Army. Factories in Illinois supplied weapons, iron products, grain, and meat for the Northern troops. On February 1, 1865, near the end of the Civil War, Illinois became the first state to **ratify** the 13th **Amendment** to the Constitution of the United States. The 13th Amendment **abolished** slavery in the United States.



ILLINOIS



**Directions: Read each question.
Darken the circle for the correct answer.**

- 1 **According to the first paragraph about Illinois, the Native Americans burned all of the trees because –**
 - A the trees blocked their view of the river
 - B it made the animals easier to find
 - C the trees caused diseases
 - D they didn't like the trees
- 2 **What can you learn by studying the French and Indian War map?**
 - F Spain owned all of the land east of the Mississippi River after the war.
 - G Present-day Illinois was part of the 13 original colonies.
 - H The Spanish Territory was east of present-day Illinois.
 - J The Great Lakes were west of the 13 original colonies.
- 3 **In 1809, Illinois became a territory. Settlers in the Illinois Territory could do all of these things except –**
 - A purchase land
 - B settle along a river
 - C own slaves
 - D choose their own leaders
- 4 **After reading about Chief Black Hawk, you get the idea that –**
 - F he was lazy
 - G he gave up easily
 - H he was willing to fight for his beliefs
 - J he was not a real person

Directions: Darken the circle for the words that have the same or almost the same meaning as the underlined word.

- 5 **Sovereignty means –**
 - A freedom
 - B worship
 - C slavery
 - D weak
- 6 **Descendants are –**
 - F friends
 - G family
 - H pets
 - J plants
- 7 **A missionary is a –**
 - A type of tree
 - B sea animal
 - C criminal
 - D religious teacher
- 8 **To transport something means to –**
 - F move it
 - G hold it up
 - H keep it
 - J throw it away
- 9 **Contemporary means –**
 - A ancient
 - B future
 - C modern
 - D illegal

READING

Answers

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 6 (F) (G) (H) (J) |
| 2 (F) (G) (H) (J) | 7 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 8 (F) (G) (H) (J) |
| 4 (F) (G) (H) (J) | 9 (A) (B) (C) (D) |
| 5 (A) (B) (C) (D) | |

★ ★ ★ ★ ★ ILLINOIS ★ ★ ★ ★ ★

Directions: Read each sentence carefully. Then darken the circle for the correct answer to each question.

Here is a rough draft paragraph about Abraham Lincoln. Read the rough draft carefully. Then answer questions 1-4.

Abraham Lincoln

Abraham Lincoln was born on February 12, 1809. He was born in a log cabin in (1)
 Kentucky. In 1816, Abraham's family moved to Indiana where Abraham spent most of his (2)
 time working on a farm. He rarely went to school, but he still learned to read and (3)
 write even though he almost never went to school. In 1831, Abraham moved to Illinois. (4)
 He started his career in politics and became a lawyer. His grandfather was killed by Native (5)
 Americans before Abraham was born. He was elected to the U.S. Congress where he voted (6)
 for laws that would end slavery. In 1861, Abraham Lincoln became the 16th president of (7)
 the United States. One month later, the first shots of the Civil War were fired. (8)
 (9)
 (10)

1 Which sentence best combines sentences 1 and 2 without changing their meaning?

- A** Abraham Lincoln on February 12, 1809, was born in Kentucky in a log cabin.
- B** In a log cabin in Kentucky on February 12, 1809, was Abraham Lincoln born.
- C** On February 12, 1809, Abraham Lincoln was born in a Kentucky log cabin.
- D** In Kentucky was Abraham Lincoln born on February 12, 1809, and it was in a log cabin.

2 Which sentence needlessly repeats a word or group of words?

- F** 2
- G** 3
- H** 4
- J** 10

3 Which sentence does not belong in this paragraph?

- A** 5
- B** 6
- C** 7
- D** 9

4 Which of these sentences could be added after sentence 10?

- F** The Civil War ended slavery in the United States.
- G** In 1832, Abraham Lincoln fought in the Black Hawk War.
- H** After becoming a lawyer, Lincoln married Mary Todd.
- J** Lincoln's mother died in 1818.

Answers

LANGUAGE

- | | |
|--------------------------|--------------------------|
| 1 (A) (B) (C) (D) | 3 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 4 (F) (G) (H) (J) |

PARTNER MATH

Name: _____ Date: _____

Number	Partner A	Partner B
89	Multiply the number by 7.	Multiply the number by 8.
570	Divide the number by 2.	Divide the number by 5.
13	Multiply the number by 28.	Multiply the number by 32.
624	Divide the number by 3.	Divide the number by 6.
236	Multiply the number by 4.	Multiply the number by 2.
216	Divide the number by 4.	Divide the number by 8.

RUNNING AN ICE CREAM SHOP

Name: _____ Date: _____

Flavor	Cost	Flavor	Cost
Chocolate	\$13	Rocky Road	\$16
Vanilla	\$12	Strawberry Cheesecake	\$15
Strawberry	\$13	Chocolate Peanut Butter	\$14
Pralines and Cream	\$14	Cookies and Cream	\$15
Chocolate Chip Cookie Dough	\$14	Black Cherry	\$16

You need to purchase five different flavors for your ice cream shop. You need a total of 15 gallons in any variety of flavors. Make your selections, and determine how many of each flavor you want. Then, determine the total cost for each flavor.

Flavor	Quantity	Total Cost



END-OF-YEAR WORD PROBLEMS #1

Name: _____ Date: _____

Read the word problems. Cut out the rectangles at the bottom of this page. Sort and glue them beside the correct word problems. Then determine the answers.

Word Problem	Operation	Equation	Answer
Mr. Mendez is making treat bags for his students at the end of the year. He has 135 students in all of his classes. Each student is getting five stickers in his or her bag. How many stickers does Mr. Mendez need?			
Mrs. Maret is cleaning up her art classroom at the end of the year. Her students use eight different colored crayons during the year. Each color goes into its own bin. If there are 136 crayons and each bin has the same amount of crayons, how many crayons are in each bin?			
For graduation at the end of the year, there are 136 separate rows of seating. Each row contains eight seats. How many seats are there in all?			
There are 135 upcoming 5 th graders being scheduled in their homerooms for the next school year. If the students are split equally amongst five classes, how many students will be in each class?			

$135 \times 5 =$	$136 \times 8 =$	Multiplication	Multiplication
$135 \div 5 =$	$136 \div 8 =$	Division	Division



END-OF-YEAR WORD PROBLEMS #2

Name: _____ Date: _____

Read the word problems. Cut out the rectangles at the bottom of this page. Sort and glue them beside the correct word problems. Then determine the answers.

Word Problem	Operation	Equation	Answer
Students are being shuttled to a nearby convention center for graduation. There are 144 students to be split equally among three buses. How many students will be on each bus?			
Graduation bouquets are sold in sets of eight flowers each. How many flowers will be used for 112 flower bouquets?			
For the end-of-year school party, the 4 th grade teachers want to bake 3 cookies for each student. If there are 144 students, how many cookies will the teachers need to bake?			
To practice the end-of-year song to be performed on the final day, the music teacher divides the 112 4 th graders into 8 equal groups. How many students are in each group?			

$144 \times 3 =$	$112 \times 8 =$	Multiplication	Multiplication
$144 \div 3 =$	$112 \div 8 =$	Division	Division



PARTNER MATH




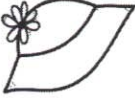




Name: _____ Date: _____

Number	Partner A	Partner B
$\frac{1}{2}$	Write two equivalent fractions for the fraction.	Compare the fraction to $\frac{2}{3}$.
$\frac{2}{3}$	Compare the fraction to $\frac{3}{4}$.	Write two equivalent fractions for the fraction.
$\frac{3}{4}$	Add the fraction to $\frac{1}{4}$.	Add the fraction to $\frac{2}{4}$.
$\frac{2}{6}$	Subtract the fraction from $\frac{5}{6}$.	Subtract the fraction from $\frac{3}{6}$.
$\frac{1}{3}$	Multiply the fraction by 2.	Multiply the fraction by 3.
$\frac{2}{8}$	Multiply the fraction by 3.	Multiply the fraction by 2.

SUMMER CODE MATH: MULTIPLICATION AND DIVISION

Name: _____ Date: _____

Directions: Use the key to determine what number each graphic represents. Then solve the equations.

							
132	504	2	8	898	639	4	3

1

$$\text{beach chair} \times \text{flip flops} =$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} =$$

2

$$\text{net} \div \text{ice cream cone} =$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} =$$

3

$$\text{castle} \div \text{sun lounger} =$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} =$$

4

$$\text{castle} \times \text{leaf} =$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} =$$

5

$$\text{chair} \div \text{flip flops} =$$

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} =$$

6









$$\text{net} \times \text{sun lounger} =$$

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} =$$

SUMMER CODE MATH: FRACTION OPERATIONS

Name: _____ Date: _____

Directions: Use the key to determine what fraction each graphic represents. Then solve the equations.

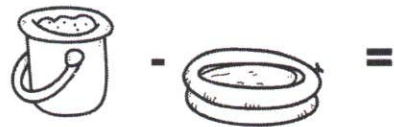
							
$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{3}$	$\frac{2}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$\frac{2}{4}$

1



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} =$$

2



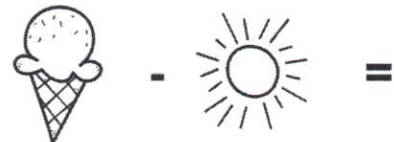
$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} =$$

3



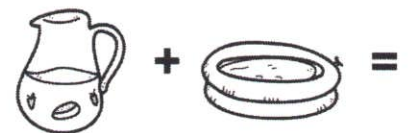
$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} =$$

4



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} =$$

5



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} =$$

6



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} =$$

Carnival Fun!

Name: _____ Date: _____

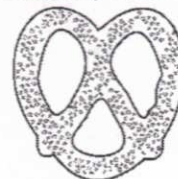
Hot Dog \$2.75



Popcorn \$4.50



Pretzel \$4.25



Fries \$1.99



Pizza Slice \$3.25



Water \$1.89



Cotton Candy \$2.50



Ice Cream \$1.50



Soft Drink \$0.75



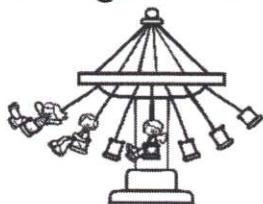
Roller Coaster – 6 tickets



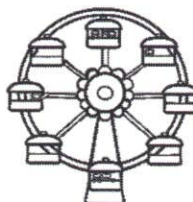
Merry-Go-Round – 3 tickets



Swings – 2 tickets



Ferris Wheel – 3 tickets



Bouncy House – 7 tickets



Pirate Ship – 4 tickets



Bumper Cars – 5 tickets



Carnival Fun!

Name: _____ Date: _____

Part A: You have \$12 to spend on snacks. Choose from the snack menu, and write your selections below. Calculate your total.

How far over or under your budget of \$12 are you?

Part B: You have 26 tickets for rides. You may ride the rides more than once, but you must ride at least four different rides. What rides do you ride?

How many tickets do you use?

SUMMER MATH LIBS #1

Name: _____ Date: _____

Fold on the dotted line. Do not read the word problems yet. Write a word, number, or phrase in each blank that fits the category. Unfold your paper, and fill in the blanks using the words you wrote down. Solve the word problems.

Over summer break, I plan to

_____ for _____ minutes
Favorite Activity **2-Digit Number**

and then _____ for

_____ **Another Favorite Activity**
times as long as that. How

1-Digit Number

many minutes will I spend doing both of those activities combined? **Hint: This is a two-step problem.**

1

On the first day of summer vacation,

_____ for
Friend's Name **Past Tense Verb**

_____ hours and then

Number Greater than 1

_____ for _____ times

Another Past Tense Verb **1-Digit Number**

as long. Determine how long

_____ spent on the second

Friend's Name

activity.

2

Favorite Activity

2-Digit Number

Another Favorite Activity

1-Digit Number

1

Friend's Name

Past Tense Verb

Number Greater than 1

Another Past Tense Verb

1-Digit Number

2

Steger Intermediate Center
Remote Learning Activity - Specials Classes and Special Education
Services

Directions: Please choose at least one activity to complete each day.

UPDATED 5/18 - 5/29

<p style="text-align: center;">Computers:</p> <p>I can use Technology to do research.</p> <p style="text-align: center;">Standard 2</p> <p style="text-align: center;">3rd/4th Grade</p> <p>Identify what type of website provides you with relevant, accurate information.</p> <p>Should Wikipedia be used as a source of information? Why or Why not?</p> <p>Pick a topic that interests you and write it at the top of a page. If possible, find three websites that give you good, accurate information about your topic.</p> <p>If finding websites is not possible, write down three things about your topic that you would like to research over the summer.</p> <p style="text-align: center;">2nd Grade</p> <p>What is your definition of the word "research"?</p> <p>What is your favorite game to play in the summertime? Write down three things that you could learn about the game by doing research on the computer.</p> <p>Draw a picture of yourself playing the game you chose.</p>	<p style="text-align: center;">♪ Music ♪:</p> <p>Email Ms. Cate a picture or video of you singing or working on music or just a note saying "Hi." I miss you! acate@sd194.org</p> <p style="text-align: center;"><i>I can demonstrate knowledge of music concepts.</i></p> <p style="text-align: center;"><i>I can explain how personal interests and experiences influence my musical preferences.</i></p> <p style="text-align: center;">Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Complete the attached worksheet, "The Soundtrack to My Life."</p> <p>What song describes how you've been feeling while staying at home during this pandemic? Why?</p> <p>Now, choose one or more of the songs you included on your soundtrack to your life to analyze. Listen to the song and answer these questions...</p> <ol style="list-style-type: none"> 1. What is the style? (Classical, Rap, etc.) 2. What instruments do you hear? Describe them. 3. What is the tempo (speed)? Does it change? How does it change? 4. What is the dynamic level (volume)? Does it change? How does it change? 5. What is the mood of the song? (How does it make you feel?) 6. How do the instrumentation, tempo, and dynamics affect the mood of the song? 	<p style="text-align: center;">Nurse/Health/So. Wk:</p> <p>State one emotion you feel in each zone and a time you felt it. Draw that emotion</p> <p>Keep a journal of the foods you eat, the hours of sleep you get each night, the amount of water you drink, and the amount of exercise you participate in each day. After one week, reflect on the following questions:</p> <ol style="list-style-type: none"> 1. Did I drink enough water? (Kids should drink 5-7 cups of water each day!) 2. Did I eat the recommended daily allowance of fruits and vegetables? (Kids should eat 1 ½ - 2 cups each of fruits and vegetables each day!) 3. Did I participate in enough physical activity this week?(Kids should participate in 60 minutes or more of exercise each and every day!) 4. Did I get enough sleep each night?(Kids need 9-12 hours of sleep each night!) WOW! <p>So - how did you do? Keep your journal for another week and try to improve on these healthy habits.</p>
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Gym/PT:

Running: Begin by walking around the block one time as a warm-up. Begin jogging to continue the warm-up. Jog around your block with a family member or pet. Begin running when you feel ready. Continue running, jogging or walking as needed. See if you can increase how many times you can run around the block in 25 minutes.

I can increase the distance that I run. State Goal 20

Bounce & Catch

Using a tennis ball or other smaller ball, bounce the ball and try to catch it in an empty can.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

Freeze Dance

Play your favorite music. Have a family member press play and pause during the song. When the music stops, freeze in your pose and hold it until the music begins again. Do this for 5 songs. Notice how quickly or slowly your heart beats when you dance and when you pause.

I can tell when my heart beats faster. State Goal 20

Wall Ball

Find a wall that you are allowed to throw a ball against. This can be inside, outside, at the park or against the porch stoop. Bounce the ball against the wall and catch it. Do this for 25 minutes.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

Fun Fitness Time: Choose a sports or fitness activity that you enjoy. Send Mr. Moses an email, picture or video telling him what you did or showing him what you did. bmoses@sd194.org

I can choose participation in a healthy activity. State Goal 24

Speech & OT

Speech:

*Attributes: Describe the following items with at least 3 attributes (example: banana - you eat it, it's yellow, it's a fruit, it grows on a tree):
1. Tree 2. Sock 3. Sheep 4. Guitar 5. Pencil

*Ask an adult to tell you about a vacation when he/she was younger. Then, ask the adult 3 on topic questions about the adult's vacation.

*Name the category:

1. Flower, bush, grass...these are all _____.
2. Hammer, saw, wrench...these are all _____.
3. Pencil, ruler, eraser...these are all _____.
4. Spring, summer, fall...these are all _____.
5. Steak, hamburger, bacon...these are all _____.

*Tell an adult about 5 fun or exciting things that happened at school this year. Be sure to use the correct past tense verbs in your sentences.

(use good speech sounds and grammar when doing the above activities:)

(use easy, steady speech when doing the above activities -no "speedy" speech!)

5/18-5/29

OT:

*make all the letters of your name out of playdoh

*go for a scavenger hunt outside and find everything you can that starts with a specific letter of the alphabet. An example would be everything that starts with the letter T.

If you have any questions or need anything from OT please feel free to email me at bbender@sd194.org

Library:

"Check out" Ms. Star on Youtube!

<https://www.youtube.com/channel/UCN6HKB8Zxt3TWHuAPNGqn8g>

New stories have been added and will be added so keep checking back.

What's YOUR story?
Write a short story about yourself.
(Biography)

Ms. Star wants to know what you are reading!

Send a video or picture of you reading to:
skaminski@sd194.org

Remember.. Reading isn't always a "book" it could be a newspaper, magazine or an article online.

READ! READ! READ!

<p>RtI and Title Reading:</p> <p>**If possible, take pictures and videos of any activities that you're doing and send to Mrs. Blievernicht, Mrs. Peick and/or Ms. St. Pierre**</p> <p>tblievernicht@sd194.org apeick@sd194.org tonistpierre@sd194.org</p> <p>Phonics Get out your sidewalk chalk! (or crayons, or markers if you don't have any) Write your first and last name at the top, big and bold. Now see how many smaller words you can form from letters in your name. Write in all kinds of colors!</p> <p>Vocabulary Write a synonym and antonym for each word:</p> <ul style="list-style-type: none"> • quiet • beautiful • dangerous • clever • repair <p>Comprehension Think about a story you read from class this week. Answer the following questions:</p> <ol style="list-style-type: none"> 1. What would you change in the story and why? 2. What does this story remind you of? 3. What was the author's purpose with this story? <p>Writing Use as many of the synonym and antonym words from the Vocabulary activity above in a short story, a poem, or a journal entry about your day.</p> <p>Fluency Have fun with your fluency--part 2!! Fluency practice incorporates accuracy, expression, and phrasing (reading more than one word at a time). Use any kind of</p>	<p>Art</p> <p>Send me pics of your chosen projects weekly mlorenzatti@sd194.org Whenever you have one completed.</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>4th grade, check out how to make items go into the background by drawing a sideways V on your paper. I just posted mine on the district art website along with a how-to. Check it out! www.stegerart.wordpress.com</p> <p>"I can make art or design with various materials and tools to explore personal interests, questions, and curiosity"</p> <p>2nd graders, here is a lesson about the artist Jeff Koons who makes large sculptures, some of which look like balloon animals.</p> <p>https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/</p> <p>3rd grade try this lesson inspired by the artist Keith Haring. You can use this method to draw people as well, by adding features and clothing. https://www.deepspacesparkle.com/keith-haring-action-figure-s/</p> <p>Remember how to draw a tree? Start with a letter Y and keep adding branches, which are Ys as well. The trunk should be thinner than you think (take a look outside, or</p>	<p>RTI Math</p> <p>"I can write numbers three ways."</p> <p>Take three dice and roll 3 numbers. Write the numbers in order and read it outloud, for instance, 236. Then write it with letters, two hundred thirty six Finally, write it in expanded form, $200 + 30 + 6 = 236$. Roll the dice four more times and write those numbers in three ways also.</p> <p>"I can subtract two-digit numbers and rename if necessary to find the remainder. I can add two-digit numbers. I can decide when to add or subtract to correctly answer a problem."</p> <p>Take your age and subtract it from your parent's age. (Use an older relative if you prefer.)How old was your parent when you were born? How old will you be in 5 years? How many years until you go to Columbia Central? How many years until you can get a driver's license? Is there another special time you are looking forward to? How many years until that occurs?</p> <p>"I can draw an array to show how many. I can use repeated addition to demonstrate multiplication."</p> <p>Draw your favorite fruit. Now draw an array to show how many fruit you would eat altogether, if you had it for breakfast, lunch, and dinner for the next four days. Write two addition number sentences to show the answer. Write two multiplication number sentences, if you know multiplication. Now draw an array for a family's favorite fruit if they ate it for each meal for two days. Write number sentences for this array, too. Color your fruit and chart in bright colors.</p> <p>"I can skip count by 2s, 5s, and 10s."</p> <p>On a nice day, take sidewalk chalk and write the numbers 1 - 100 where an adult shows you it is safe to write on the sidewalk. (If it's rainy, you can use paper and crayons.) First write all the numbers in one color. Next trace over the even numbers in a different color. Then</p>
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<p>text--newspaper, magazine, recipe, directions, or a page from your favorite book. Read the text in these silly ways:</p> <ul style="list-style-type: none"> - In a soft whisper - Like a robot - Like an angry cat - With a spooky voice - Like a cheerleader - Like your teacher - Like a baby - With a deep voice - Like a rapper or rock star - Like you have lots of energy - Like you are exhausted <p>Record yourself and share it with us! :)</p>	<p>go out there with some paper and a pencil and draw one as you see it.) You should notice that the top of the tree is twice the size of the height of the trunk, or more.</p> <p>Mlorenzatti@sd194.org</p> <p>I MISS YOU!</p>	<p>trace all the odd numbers in a third color. Repeat tracing for multiples of 5s and 10s. What do you notice about the different colors some of the numbers are retraced into? Can you explain why some numbers change more than one time? Which numbers changed colors most frequently? Why? Write at least three sentences that explain what you observed about the numbers' colors and why some numbers changed more than once.</p> <p>Take pictures of your sidewalk chalk numbers before they are washed away by rain and email them to me:</p> <p>nshugan@sd194.org</p>
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The Soundtrack of My Life

Music is a backdrop against which we live our lives. Specific songs can bring distinct memories of people, places and events from our past and present. Think about your life up until now. What major events do you remember that have changed you, influenced you, or shaped your life? Did these events make you happy, laugh, mad or sad? They may be huge like your first day of school, a vacation or trip you took, moving houses/towns, or even the death of a loved one. OR, they might have seemed insignificant at the time, but looking back it has changed you or shaped your life in some way, like starting to play a sport, your first musical performance, a teacher you had or the first time you read a book. Now, what songs remind you of those important events in your life? Include as many songs as you would like. Share your answers with Ms. Cate at acate@sd194.org. Have fun reminiscing on your life.

Song #1:

Title & Artist: _____

Why is this song important to you? _____

Song #2:

Title & Artist: _____

Why is this song important to you? _____

Song #3:

Title & Artist: _____


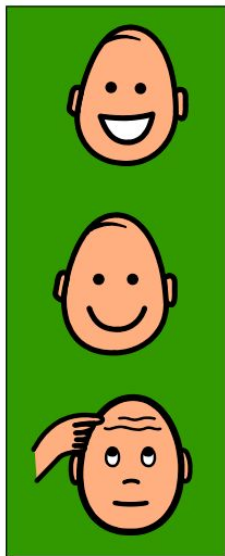
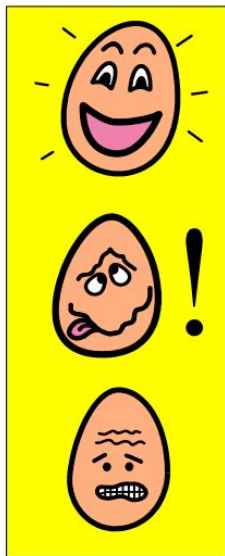
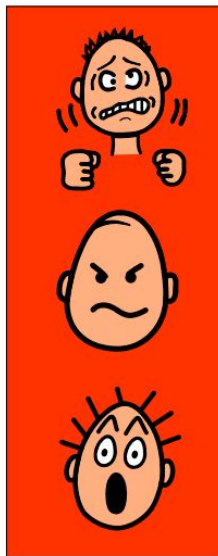
Why is this song important to you? _____

Song #4:

Title & Artist: _____

Why is this song important to you? _____

The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control