

ISD Grade Level: 4th Grade
ISD Content: ELA
Week: April 6 - April 10





Choice Board

April 6-10



Metacognition: thinking about your thinking to deepen your understanding

Visualizing: making a mental movie using your five senses to deepen your understanding

-Pick 1-2 activities per day to complete to practice visualizing and metacognition.

1

If you were to turn your book into a movie, draw two scenes you would have to include!

2

Metacognition Mania!

Before, during, and after your reading, make note of how your thinking is changing.

3

Have someone read to you without showing the illustrations. Use the words to **create** illustrations of your own!

4

As you read, make note of adjectives and **key details** that helped you create your mental picture.

Then, use your notes to bring it to life!

5

Read aloud to someone at home!

6

Create a chart with three columns.

Before you read:

Fill in what you **K**now and what you **W**ant to know.

After you read: Fill in what you **L**earned.

7

Jazz it up!

To help you visualize, pick a part of your book to add more details!

Draw it.

Then, compare the before and after!

8

While reading, pause to complete the following thinking stems:

1. I noticed _____, it made me ask _____.

2. I understand _____, so I wonder _____.

9

While reading, pause to complete the following thinking stems:

1. I read _____ causing me to picture _____.

2. I imagine _____ because the author used _____.



Read all about it!





















Think all about it!



Write all about it!

Use the thinking strategies of metacognition and visualizing to deeply understand reading.

Mon. 4/6	Book: _____ _____ Circle : Fiction Non- Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today? _____ _____ Reading Rating  Try Again  Some Questions  Got It  Rocked It
Tues. 4/7	Book: _____ _____ Circle : Fiction Non- Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today? _____ _____ Reading Rating  Try Again  Some Questions  Got It  Rocked It
Wed. 4/8	Book: _____ _____ Circle : Fiction Non- Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today? _____ _____ Reading Rating  Try Again  Some Questions  Got It  Rocked It
Thurs. 4/9	Book: _____ _____ Circle : Fiction Non- Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today? _____ _____ Reading Rating  Try Again  Some Questions  Got It  Rocked It
Fri. 4/10	Book: _____ _____ Circle : Fiction Non- Fiction Pages Today: _____	What is my reading goal? _____ _____ What information did I gain reading today? _____ _____ Reading Rating  Try Again  Some Questions  Got It  Rocked It

What is something that stood out to you this week during reading? Did you try learning something new?

Grade: 4



ELA Standard: RF.4.A.a- Metacognition & Visualizing Comprehension Strategies

Questions for April 6th

Use the article Hanging Tough to answer the following questions.

1. Find 2 text features from the article, how did they help you understand more about the text?

2. Determine if the following pieces of information from the article are fact or opinion:
 - a. Sloths live in the tropical rainforest.
 - b. Sloths are known for their super-slow lifestyle
 - c. Sloths are the funniest animals in the world
 - d. There are two main types of sloths
 - e. Two toed sloths are cuter than three toed sloths

3. What is the author's purpose in Hanging Tough? Was it to persuade you, inform you, or entertain you?

Word Study

Related Words

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

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

The root word: **appear**

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

1. tame / tamer

2. mean / meaner

Questions for April 7th

Use the article Titanic Treasures to answer the questions.

1. Find 2 text features from the article, how did they help you understand more about the text?
2. Which of the following could be the main idea of this passage?
 - a. The Titanic was a ship that sank
 - b. The Titanic set sail on April 10th.
 - c. Items from the Titanic are worth a lot of money.
 - d. People died on the Titanic.
3. Watch the video and identify one explicit and one implicit idea! Get creative

Word Study--- Definitions

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

Answer Key	
tame	mate
treat	neater

1. Taken from a wild state and made obedient; domesticated. Still in the wild state but gentle and not afraid of human beings. Dull or without adventure.

2. A marriage partner; husband or wife. One of two matched things. One of a pair of animals that live or have offspring together. A close friend or companion.

3. More careful and exact; more organized and simple. More clean and in proper order; more tidy.

4. Giving medicine or using other ways to help cure a disease or heal an injury.

Questions for April 8th

1. What inference can you make about Brian? How did the author/illustrator help to make the meaning clear?
2. Decide what the theme of The Invisible Boy is. Include evidence from the story to support your thinking.
3. Name three character traits that describe who Brian is on the inside. Provide evidence from the story to support your answer.

Grammar Practice

“ Speech Marks ”

What do you think the two boys are saying?



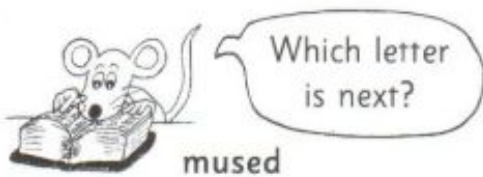
Now write the conversation as sentences. Remember to say who is speaking and to use the correct punctuation.

Questions for April 9th

1. Make an inference as to why Jeremy Ross was on the main character's enemy list.
2. What is the theme of the story Enemy Pie?
3. What does dad do to help the main character and Jeremy become friends?

Grammar Practice

Write the words in the speech bubble as a complete sentence. Remember to explain who is speaking and add correct punctuation.



Questions for April 10th
Read the poem below and answer the questions that follow.

Daylight Saving Time
by Phyllis McGinley

In Spring when maple buds are red,
We turn the Clock an hour ahead;
Which means, each April that arrives,
We lose an hour
Out of our lives.

Who cares? When Autumn birds in flocks
Fly southward, back we turn the Clocks
And so regain a lovely thing--
That missing hour
We lost last Spring.

1. Read the poem. Which part is a stanza and which part is a verse?
2. Reread the poem. Find a rhyme and identify the meter.
3. What do you think the theme of Daylight Saving Time is?

“No More Bones”

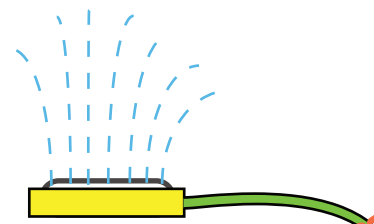
Listen to the podcast, “No More Bones”. Then answer the questions below.

1. Name one character trait to describe Toby. In a sentence or two, explain how he shows signs of that character trait.
2. How do you think Toby’s actions make Baxter feel? Why?
3. What does Toby do when he gets a new bone? Look back at the text to prove your thinking.
4. In the presentation, the reader says “Toby **crowed** about how many bones he had.” What do you think the word **crowed** means?
 - a. lied
 - b. bragged
 - c. Screamed
5. **CHALLENGE:** Imagine you are a dog. Would you rather be friends with Toby or with Baxter? Why?

Summer fun!

Number the sentences below in the correct order to create a short story.

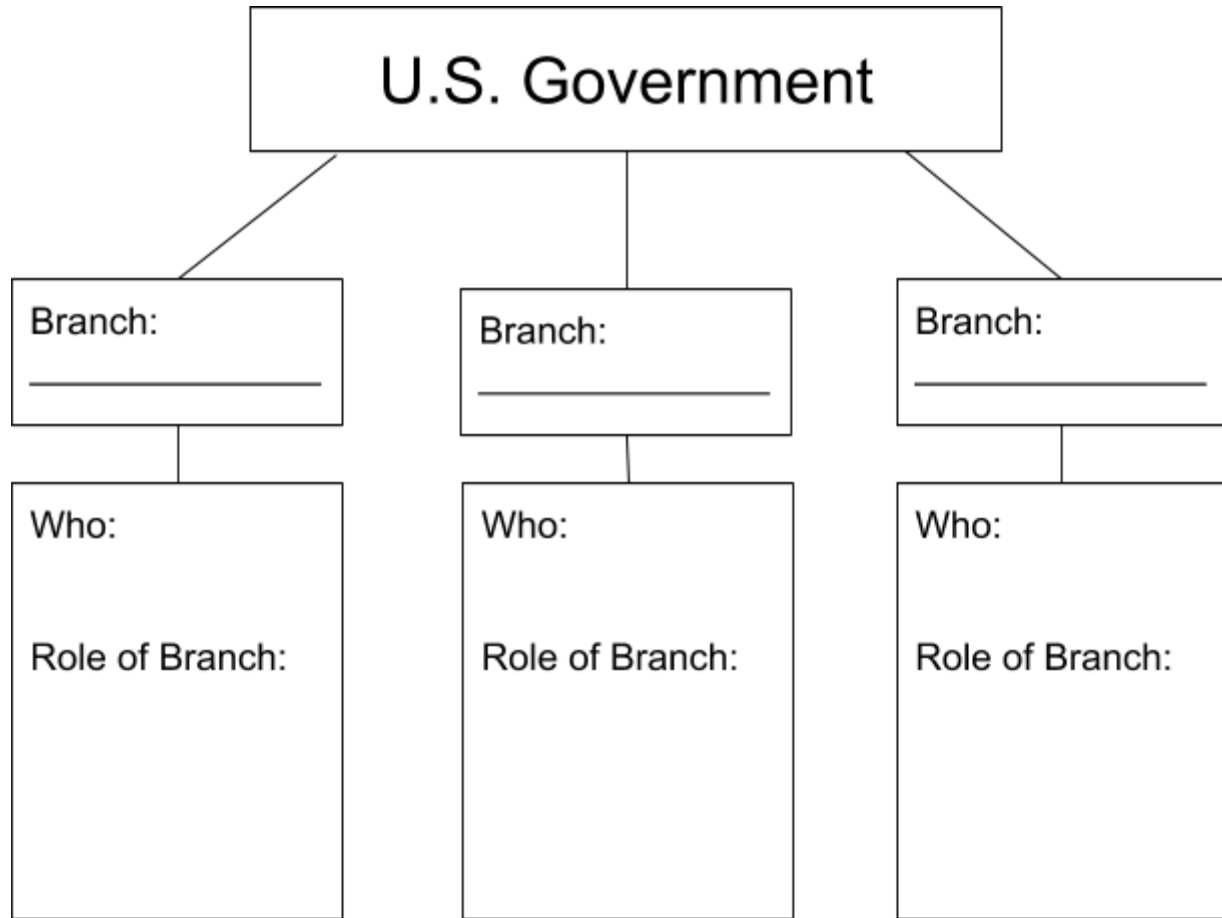
- _____ "I'll help you with the rest!" says Chris to Julian. "Thanks!" exclaims Julian.
- _____ Chris and Julian run quickly to their messy room to change into swimming trunks.
- _____ Finally, after applying sunblock, Chris and Julian have a fun summer day running back and forth through the sprinklers!
- _____ Chris is ready to go play when he is done, but he does not want to play without his little brother.
- _____ They almost make it out the back door when their mom stops them. "Where do you think you are going? You can't play in the sprinklers until you both clean your room!"
- _____ When Chris and Julian are all done, their mom inspects the room. Then she says, "Good job, boys! You can go play in the sprinklers now, but first you have to wear sunblock."
- _____ Both Chris and Julian groan as they walk back to their room. There are clothes and toys all over their beds and on the floor!
- _____ Chris throws his dirty clothes in the hamper, then folds his clean clothes and neatly stacks them in the drawers. Julian picks up all of his toys and puts them into his toy box.
- _____ It is a hot summer day, and Chris yells to his little brother Julian, "Let's go play in the sprinklers!"
- _____ Julian is taking a longer time cleaning up because his mess is bigger. He still has to fold his clean clothes!



ISD Grade Level: 4th Grade
ISD Content: Social Studies
Week: April 6 - April 10



Fill out the following graphic organizer about the three branches of the U.S. government. Put the name of each branch. Include **who** is a part of that branch, as well as the **role** of the branch--what jobs they are responsible for and what they do for the government.





Branches of Government Graphic Organizer

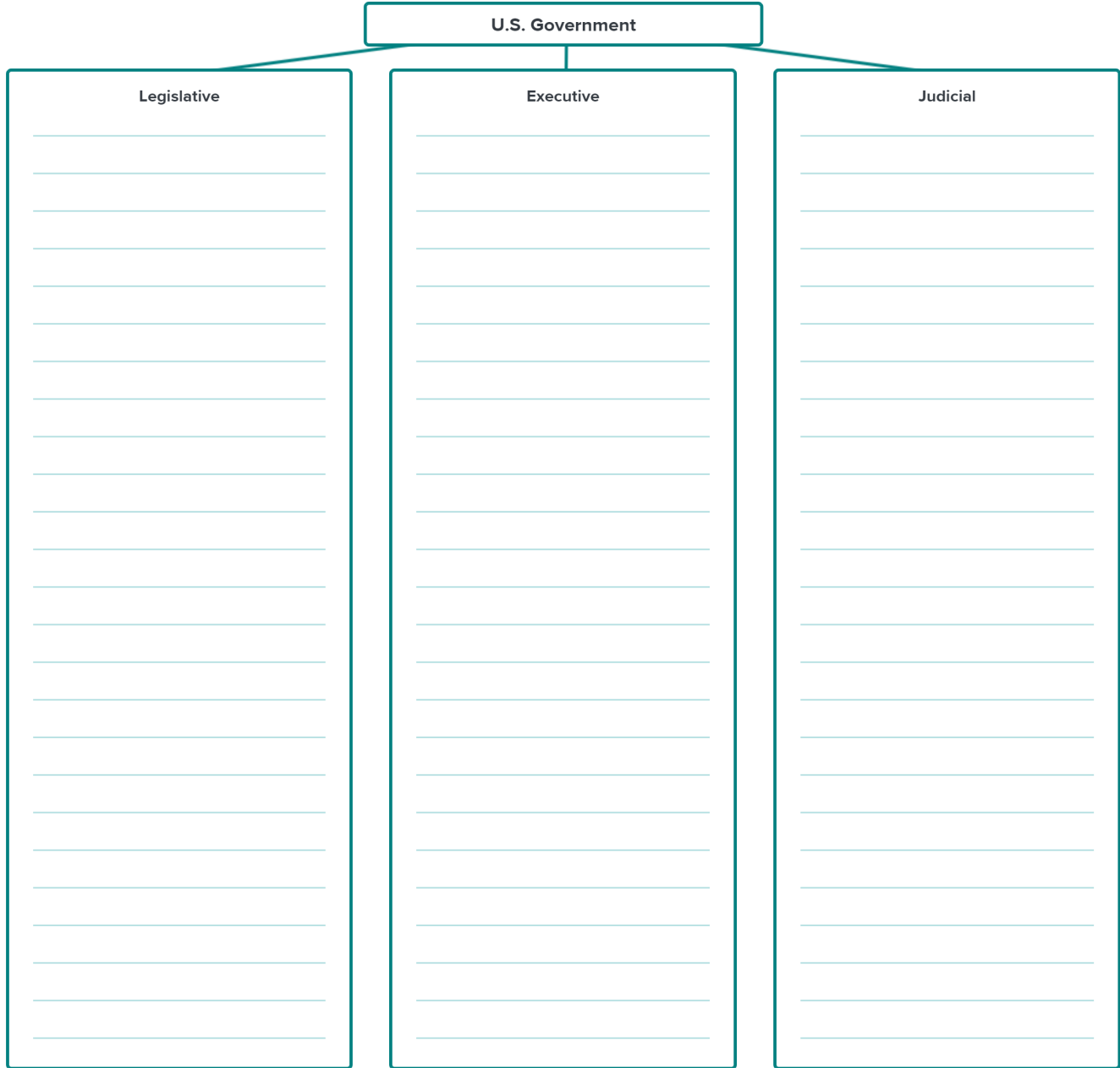
Date: _____

Name: _____

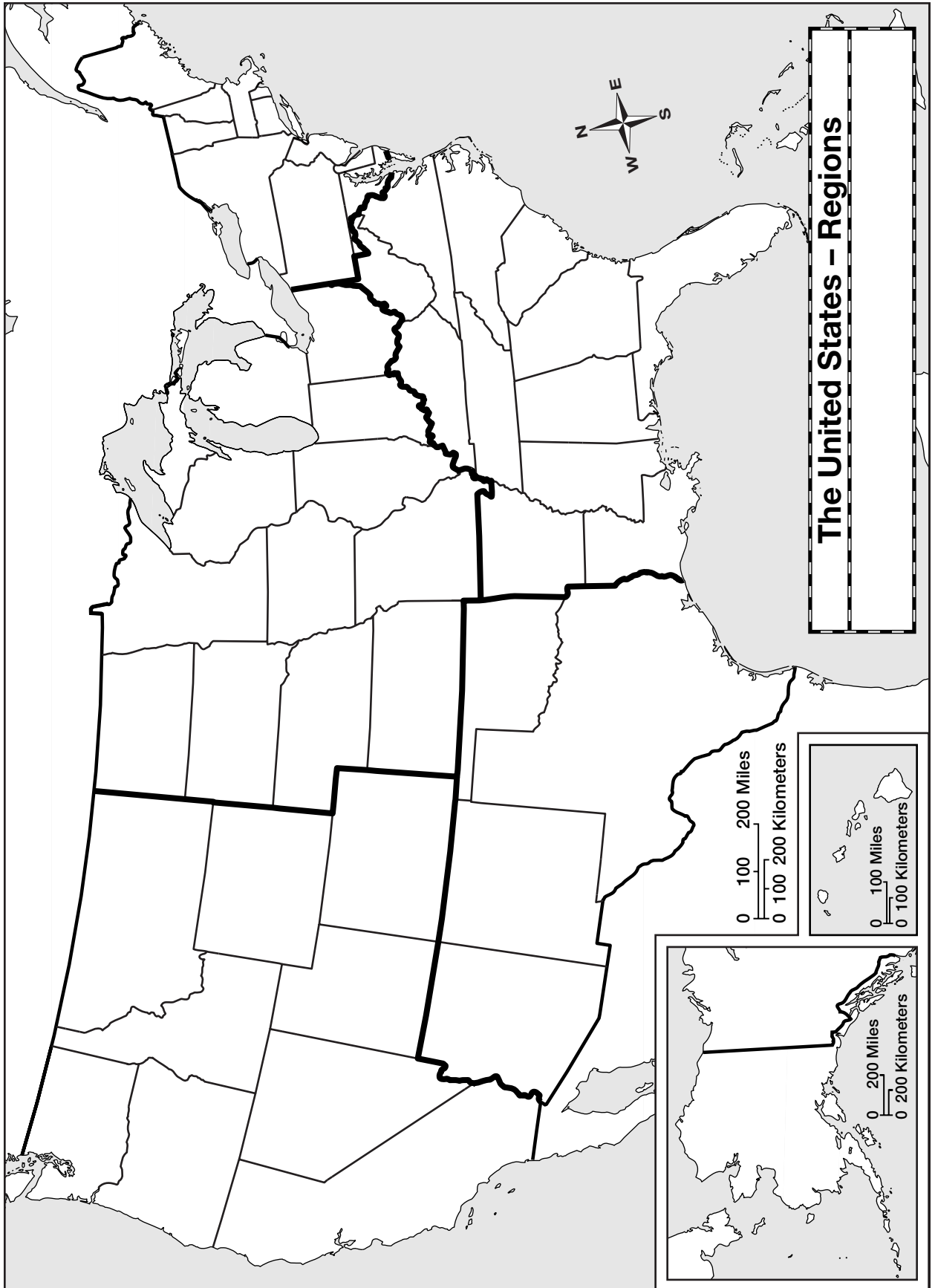
Class: _____

Government Branches

Describe the makeup of each of the three branches of the federal government. For each branch, include an explanation of how it can exert power over the other two branches.



The United States — Regions



ISD Grade Level: 4th Grade
ISD Content: Math
Week: April 6 - April 10



Choice Board

4th GRADE/Math

Week of April 6-10

<p>Addition Work the problem $2,783 + 5,034$</p>	<p>Subtraction Work the problem $785 - 291$</p>	<p>Rounding What is 34,872 rounded to the nearest thousand?</p>
<p>Factors List the factors of 24.</p>	<p>Multiples List the first 5 multiples of the number 8.</p>	<p>Prime Is 7 a prime number? Why or why not?</p>
<p>Composite Is 20 a composite number? Why or why not?</p>	<p>Prime and Composite Tell someone in your house 2 prime numbers and 2 composite numbers.</p>	<p>Rounding What is 197,572 rounded to the nearest hundred?</p>

April 6- Quarter 4

Customary Length Conversions

Convert Yards to Feet

1) 3 Yards = _____

6) 6 Yards = _____

2) 7 Yards = _____

7) 12 Yards = _____

3) 1 Yard = _____

8) 2 Yards = _____

4) 8 Yards = _____

9) 15 Yards = _____

5) 14 Yards = _____

10) 9 Yards = _____

11a) Jenny has 4 yards of fabric, but a customer wants to know how many feet of fabric she has. How many feet of fabric does she have? _____

11b) The customer wants to buy 5 feet of fabric. How many feet will Jenny have after she sells the fabric? _____

Convert Feet to Inches

1) 3 Feet = _____

6) 2 Feet = _____

2) 1 Foot = _____

7) 6 Feet = _____

3) 10 Feet = _____

8) 9 Feet = _____

4) 5 Feet = _____

9) 11 Feet = _____

5) 14 Feet = _____

10) 100 Feet = _____

11a) Mr. Griffin is exactly 6 feet tall! How many inches tall is Mr. Griffin?

11b) Mrs. Griffin is 53 inches tall. How much taller is Mr. Griffin than Mrs. Griffin? _____

April 6- Review

$$\begin{array}{r} 685,394 \\ + 323,123 \\ \hline \end{array}$$

$$\begin{array}{r} 1,000,120 \\ - 680,173 \\ \hline \end{array}$$

$$\begin{array}{r} 601,234 \\ + 355,678 \\ \hline \end{array}$$

$$\begin{array}{r} 368,713 \\ - 245,431 \\ \hline \end{array}$$

Estimating Weight

1 pound = 16 ounces

A slice of bread weighs about an ounce.

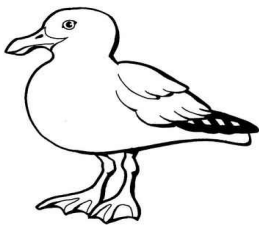
1 ton = 2,000 pounds

A shoe weighs about a pound.

A small car weighs about a ton.

Circle the most reasonable weight for each item pictured below.

1.



2 ounces

1 pound

10 pounds

2.



1 ounce

6 ounces

12 ounces

3.

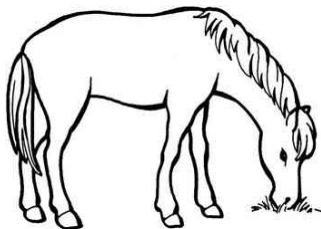


1 pound

4 pounds

20 pounds

4.



50 pounds

half a ton

12 tons

5.

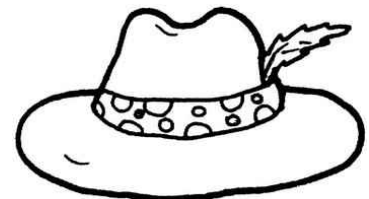


half an ounce

12 ounces

4 pounds

6.



4 ounces

1 pound

10 pounds

7.



20 pounds

600 pounds

1 ton

8.

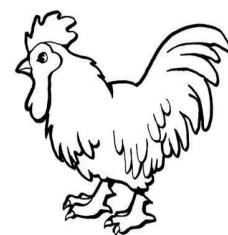


5 ounces

3 pounds

10 pounds

9.

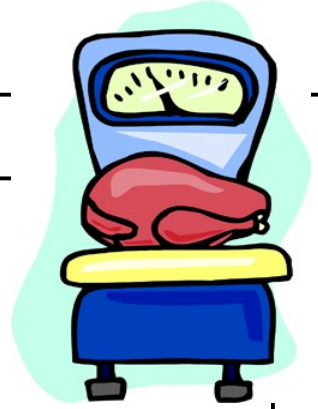


12 ounces

3 pounds

15 pounds

Weight



1 pound = 16 ounces

Abbreviation for pounds = lbs.

1 ton = 2,000 pounds

Abbreviation for ounces = oz.

Abbreviation for tons = T

3 lbs. = _____ oz.

3 T = _____ lbs.

16 oz. + 16 oz. + 16 oz. = 48 oz.

2,000 lbs. + 2,000 lbs. + 2,000 lbs. = 6,000 lbs.

3 lbs. = 48 oz.

3 T = 6,000 lbs.

1. 4 lbs. = _____ oz.

2. 2 T = _____ lbs.

3. 2 lbs. = _____ oz.

4. 5 T = _____ lbs.

5. 5 lbs. = _____ oz.

6. 4 T = _____ lbs.

7. Which weighs more: 3 pounds of butter or 60 ounces of butter? Explain.

8. Which weighs more: 2 pounds of bricks or 2 pounds of feathers? Explain.

April 8- Quarter 4

Customary Capacity Conversions

Convert Gallons (gal) to Quarts (qt)

1) 1 Gallon = _____ qts

6) 12 Gallons = _____ qts

2) 9 Gallons = _____ qts

7) 5 Gallons = _____ qts

3) 10 Gallons = _____ qts

8) 2 Gallons = _____ qts

4) 4 Gallons = _____ qts

9) 20 Gallons = _____ qts

5) 13 Gallons = _____ qts

10) 7 Gallons = _____ qts

11a) Adam's goal is to drink one and a half gallons of water a day. How many quarts does he need to drink? _____

11b) If Adam drinks 8 quarts, has he met his goal? If not, how many more does he need? If yes, did he drink any extra? _____

Convert Quarts (qt) to Pints (pt)

1) 5 Quarts = _____ pts

6) 2 Quarts = _____ pts

2) 12 Quarts = _____ pts

7) 1 Quarts = _____ pts

3) 100 Quarts = _____ pts

8) 9 Quarts = _____ pts

4) 13 Quarts = _____ pts

9) 3 Quarts = _____ pts

5) 8 Quarts = _____ pts

10) 10 Quarts = _____ pts

11a) Adam drank 2qts of water, 1 qt of tea, and 3 pints of milk. How many pints of all the drinks did Adam consume? _____

April 8- Number Sense Review



PLACE VALUE TO 1 MILLION SHEET 1

1) Write the place value of the underlined digit under each of the numbers.

27, <u>5</u> 02	<u>7</u> 1,918	13 <u>2</u> ,825	<u>7</u> 49,327	28,1 <u>7</u> 6
500				

<u>5</u> 13,295	<u>8</u> 34,247	<u>3</u> 6,429	62 <u>5</u> ,231	<u>9</u> 17,438

2) Write these numbers in expanded form.

$$13,459 = 10,000 + 3,000 + 400 + 50 + 9$$

$$35,916 =$$

$$132,756 =$$

$$849,018 =$$

3) Write these numbers in standard form.

$$10,000 + 3,000 + 500 + 80 + 2 = 13,582$$

$$80,000 + 7,000 + 600 + 90 + 5 =$$

$$100,000 + 40,000 + 9,000 + 400 + 50 + 3 =$$

$$200,000 + 60,000 + 800 + 70 + 4 =$$

$$600,000 + 9,000 + 400 + 90 =$$

4) Fill in the missing parts in these numbers

$$27,582 = \underline{\quad} \text{ thousands } \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$38,214 = \underline{\quad} \text{ thousands } \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$

$$135,634 = \underline{\quad} \text{ thousands } \underline{\quad} \text{ hundreds } \underline{\quad} \text{ tens } \underline{\quad} \text{ ones}$$



Metric units of length: kilometers, meters, centimeters and millimeters

Grade 4 Measurement Worksheet

Note: 1 kilometer (km) = 1,000 meter (m)
1 m = 100 centimeters (cm) = 1,000 millimeters (mm)

Convert to the units shown:

1. 31 m = _____ cm 2. 22 cm = _____ mm

3. 18 cm = _____ mm 4. 85 cm = _____ mm

5. 53 m = _____ cm 6. 49 m = _____ cm

7. 38 m = _____ cm 8. 28 m = _____ cm

9. 72 m = _____ cm 10. 57 m = _____ cm

Convert to the units shown:

11. 1,000 mm = _____ cm 12. 2,000 cm = _____ m

13. 7,000 cm = _____ m 14. 7,000 mm = _____ m

15. 3,000 cm = _____ m 16. 3,000 mm = _____ m

17. 1,000 cm = _____ m 18. 5,000 cm = _____ m

19. 2,000 mm = _____ m 20. 6,000 cm = _____ m



ORDERING NUMBERS TO 5 DIGITS SHEET 1

Order these lists of numbers from smallest to largest.

- | | | | | | |
|----|----------|-------|-------|---------|---------|
| A) | 27141 | 16978 | 42763 | 9627 | |
| | _____ | _____ | _____ | _____ | |
| | smallest | | | largest | |
| B) | 68275 | 82013 | 7962 | 10524 | |
| | _____ | _____ | _____ | _____ | |
| | smallest | | | largest | |
| C) | 32764 | 8516 | 10928 | 31905 | |
| | _____ | _____ | _____ | _____ | |
| | smallest | | | largest | |
| D) | 82761 | 51328 | 17828 | 51982 | |
| | _____ | _____ | _____ | _____ | |
| | smallest | | | largest | |
| E) | 67253 | 81020 | 42736 | 6526 | 10122 |
| | _____ | _____ | _____ | _____ | _____ |
| | smallest | | | | largest |
| F) | 47210 | 38142 | 62634 | 42195 | 32597 |
| | _____ | _____ | _____ | _____ | _____ |
| | smallest | | | | largest |
| G) | 27612 | 9805 | 53005 | 7925 | 10527 |
| | _____ | _____ | _____ | _____ | _____ |
| | smallest | | | | largest |
| H) | 76261 | 28943 | 35264 | 22856 | 29040 |
| | _____ | _____ | _____ | _____ | _____ |
| | smallest | | | | largest |

April 10- Quarter 4

Metric Weight Conversions

Convert Kilograms (kg) to Grams (g)

1) 32 kg = _____g

6) 16 kg = _____g

2) 70 kg = _____g

7) 122 kg = _____g

3) 100 kg = _____g

8) 913 kg = _____g

4) 8 kg = _____g

9) 5 kg = _____g

5) 14 kg = _____g

10) 59 kg = _____g

11a) A family bought 2 kilograms of mulch. How many grams of mulch do they have? _____

11b) The family only used 1,723 grams of mulch. How much mulch is leftover? _____

Choose the best unit to measure each object (kg or g)

13) A bus? _____

14) A book? _____

15) A jar of pens? _____

16) Your weight? _____

17) A tv? _____

18) Your bed? _____

April 10- Number Sense Review

Identifying Place (A)

In what place is each underlined digit?

6,349

3,594

2,499

3,621

4,545

6,924

7,536

2,654

4,277

2,741

7,943

9,511

9,357

8,010

1,955

6,678

ISD Grade Level: 4th Grade
ISD Content: Science
Week: April 6 - April 10



ENERGY SORT

Find examples of potential & kinetic energy outside or in your home.

BONUS: Can you find an example of an object that shows potential energy and TRANSFERS to kinetic energy?

Can you find examples of objects with kinetic energy that TRANSFERS to potential energy?

POTENTIAL
ENERGY

KINETIC
ENERGY

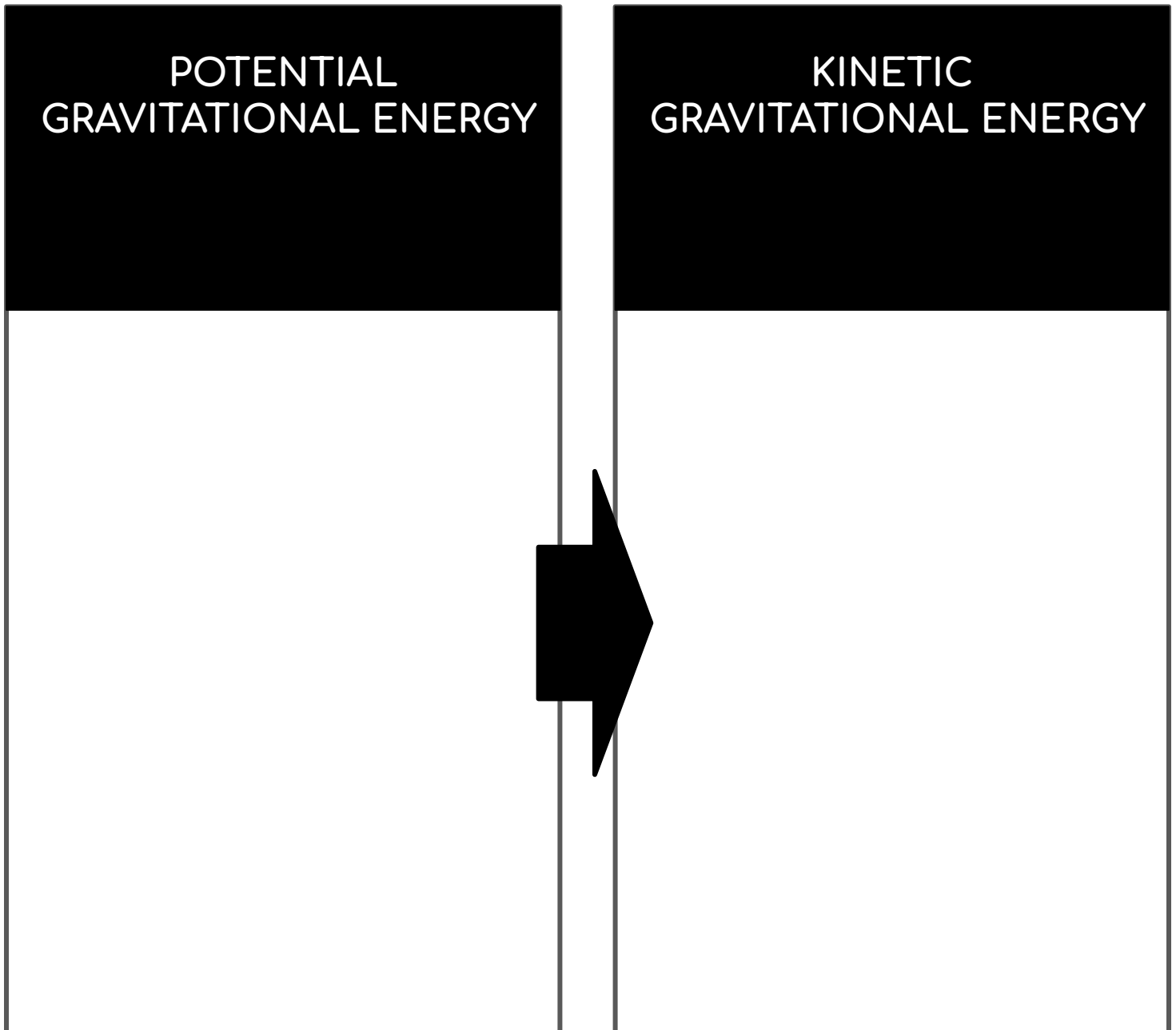
TRANSFER OF
ENERGY

GRAVITATIONAL ENERGY REFLECTION

Think of one object in your home or outside that could be affected by
GRAVITATIONAL ENERGY.

FIRST: Explain the object when it has POTENTIAL (stored, unmoving)
energy

THEN: explain how gravity forces that object to transfer into KINETIC
(moving) energy.



CURRENT SORT:

Walk around your house and write down all of the items in or around your house that use electrical currents. Then sort these items into direct or alternating currents.

Direct Currents:

**Alternating
Currents:**



Electric Circuits Worksheet

Date: _____

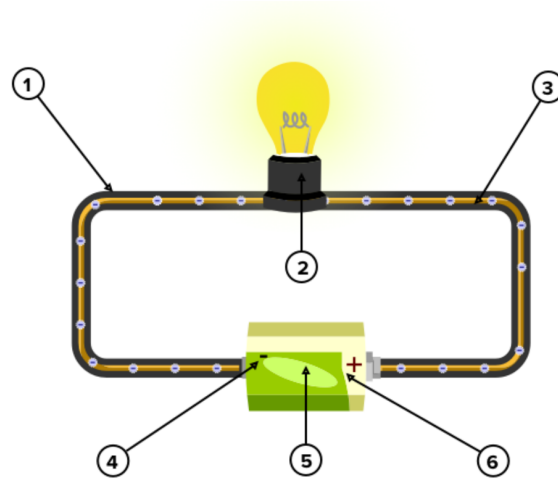
Name: _____

Class: _____

Label It

Using terms from the word bank, label the components of the electrical circuit.

negative terminal positive terminal power source load rubber insulation copper wire



1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Think About It

In the previous exercise, which component could you remove, and still have a functioning circuit? In general, why would removing that component be a bad idea?

DESCRIBE IT:

Explain how each of the following is used to produce energy.

Wind mill	
Reser voir	
Solar Panel	
Fuel Cell	