

4th Grade

May 11 - 15

****Weekly videos can be found on the next page.**

Work highlighted in yellow must be submitted for a grade!

SUBJECT	May 11	May 12	May 13	May 14	May 15
READING SKILLS: Theme Homophones	Read or watch the video of Mrs. Scouton read the historical fiction story "Freedom at Fort Mose." Then, watch Mr. Noel teach theme. Using details from the text, write down the theme.	Reread "Freedom at Fort Mose." Watch the video of Mrs. Harrar teach homophones. Write the meaning and a sentence for each word in the pair of homophones: 1. knew/new 2. weak/week 3. their/there/they're	Play the homophones Kahoot using the link on the next page.	Complete pages 263-265 by reading "The Lost Diary of Princess Itet" and answering the questions on page 265. Submit your answers to your teacher for a grade.	Complete the homophones poster project. We know you worked hard on this and would love to see your work. Submit it to your teacher if you'd like!
MATH SKILL: Customary System	Watch the video "Measurement with Miss Bainbridge" and complete the Day 1 Math worksheet.	Complete Day 2 Math Worksheet.	Complete Day 3 Math Worksheet.	Play the "Measurement Quiz" using the link on the next page.	Complete Day 5 Math Worksheet – submit to your teacher for a grade!
SCIENCE SKILL: Clouds + Water Cycle	Read "Cloud Article #1" and answer the corresponding questions.	Read "Cloud Article #2" and answer the corresponding questions.	Watch the Generation Genius video on the water cycle using the link on the next page. After watching, scroll down to the bottom of the page and play either the Kahoot or Quizziz!	Watch the Go Noodle on the water cycle using the link on the next page. After watching, read the directions for the "Water Cycle Project" Begin working on your project.	Finish working on your "Water Cycle Project." We know you worked hard on this and would love to see your work. Submit it to your teacher if you'd like!

****If you would like extra/enrichment work for your child in grammar or spelling, please reach out to your child's homeroom teacher.****

WEEKLY VIDEOS

"Freedom at Fort Mose" with Mrs. Scouton:

<https://drive.google.com/file/d/110hIR3IYcJk4l4IS-fm313nS9bTNtrT8/view>

Theme with Mr. Noel:

https://drive.google.com/file/d/1xU9nPO1A_84Bj5w3UMOkdPlxugJ439i_/view

Homophones with Mrs. Harrar:

<https://drive.google.com/file/d/19mxYyHF7QwdqKWRwmUI3uJqmHwCYqz7X/view>

Homophones Kahoot:

https://kahoot.it/challenge/956b04bd-e4e3-4af8-a3dd-16585963c00e_1588777666357

Measurement with Miss Bainbridge:

https://drive.google.com/file/d/1FUUV9a_u6J-sra7nVaVVETgeyOdwC-1/view

Measurement Quiz:

<http://quizizz.com/join?gc=630404>

Generation Genius – Water Cycle:

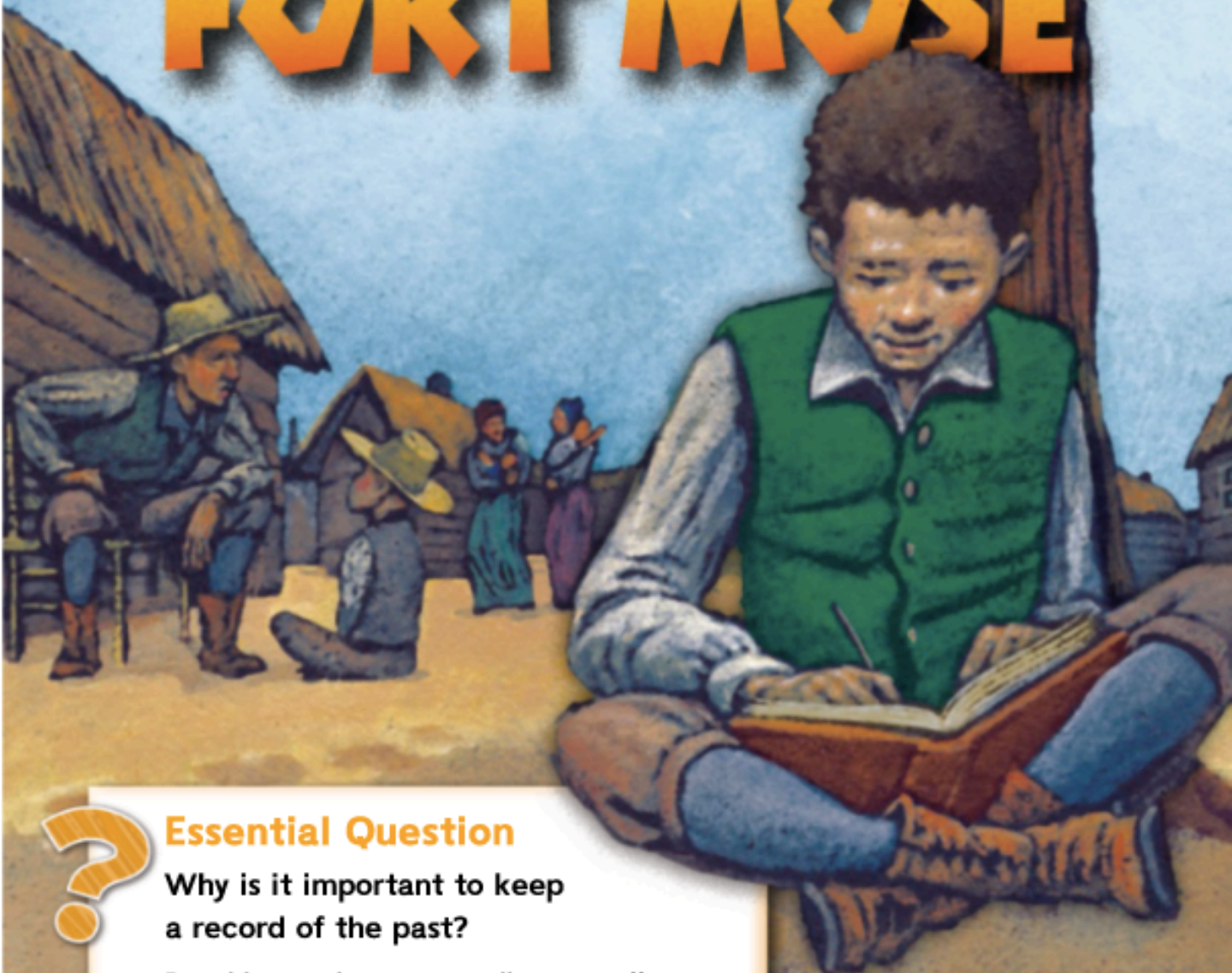
<https://www.generationgenius.com/?share=9404F>

Go Noodle – Water Cycle:

<https://drive.google.com/file/d/1o56r-iqY26Qilb9YRx6lRbV6lsE1jVSG/view>





Freedom at **FORT MOSE**



Essential Question

Why is it important to keep a record of the past?

Read how a boy uses a diary to tell about his life of freedom in a new place.



By September of 1754, twelve-year-old Lucius Jackson and his family had been living at Fort Mose in St. Augustine, Florida, for a year. They were part of a group who had escaped from a plantation in South Carolina. They had heard that Fort Mose was a place of **refuge** for runaways. Over the years many people were willing to endure the **treacherous** journey there in return for the promise of freedom. During his time at Fort Mose, Lucius kept a diary to record what happened there.



17th September 1754

*It has been raining for more than a week now. This weather reminds me of my days learning to read and write back in Charleston. When the rains came we couldn't work in the fields, and we were forced to stay in the cabins. We knew that Mr. Slocum, the landowner, **detested** getting his boots wet so he rarely came to check on us. He thought that all we knew were work and **obedience**. Miss Celia took a great risk writing letters and words on the dirt floor of the cabin for us children to learn. She said that, as the **eldest** member in our cabin, it was a risk she was willing to take. Learning to read was easy for me because I was so happy to learn how to turn letters into words and words into ideas. I believe that reading is a gift that cannot be measured. Mr. Samuel Canter believes this, too. He is a farmer who lives near us and who gave me this fine diary. He said, "You are doing a good thing, Lucius. In years to come people can read about this place and understand what we have risked to gain our freedom."*

8th October 1754

Last night I got to go on patrol with my father! My duty involved walking along the wall of the fort with him looking and listening for anything unusual. It has been a while since we came under attack, but we cannot let down our guard. We also listen for any people who may be coming here to seek freedom, as we did about one year ago.

While on patrol I thought about the night my family came to Fort Mose and how scared but hopeful all of us felt as we entered through the big heavy gates.

I must stop writing now as it is my turn today to help gather palm fronds, which we lay out in the sun to dry. Once they are dried, they can be used to repair older huts and to build new ones. Each week more people come to the fort. Our priest, Father de Las Casas, keeps the records, and he tells us that there are almost a hundred people now.



26th October 1754

Last week a new family arrived all the way from Virginia and, like everyone else, they arrived almost starved and weak beyond belief. My mother helped the family by giving them clean clothes to replace the ones they had been wearing, and their old ones were quickly **discarded**. The day after they arrived, I tried to talk to the boy who is about my age, but he **ignored** me.

The next day, I tried again to speak to the boy whose name is Will. I showed him this diary and explained that it **depicts** as accurately as possible our life at Fort Mose and the people who come here. He seemed surprised and asked, "You know how to read and write?"

"Yes," I told him. He looked at me without speaking, but I could see a question in his eyes. "Do you want to learn?" I asked him.

"Is it not dangerous?" he asked quietly, looking around to see if anyone could hear us.

I smiled, remembering how long it took me to understand freedom and what it meant.

"Will," I said to my new friend, "here at Fort Mose, you are free to learn, and I am free to teach you."

We began our lessons right away.

Make Connections

Talk about why diaries like Lucius Jackson's represent an important record of the past. **ESSENTIAL QUESTION**

If you could read a diary from any era in the past, what time period would you choose? Why? **TEXT TO SELF**



Name _____

Read the passage. Use the reread strategy to make sure you understand what you read.

The Lost Diary of Princess Itet

12 Amelia peered down at the papyrus scrolls laid on the table. She
24 was standing inside a room full of them. They were bundled up
35 in rolls and spread over long tables. Strange symbols were drawn
48 on them in black ink. One looked like a bird. Another looked like
60 an open eye. The Egyptian hieroglyphs didn't look at all like the
70 English alphabet. She recognized the symbol *leb* that meant *heart*.
78 "Amelia, what are you doing?" Amelia's mother asked.
89 Amelia's mother was an archaeologist. She still had dust on her
101 clothes from digging in the pyramid that morning. It was 1905 and
111 exciting things were happening in Egypt. Amelia's mother and her
119 team of archaeologists found new artifacts every day.
126 "I'm reading the hieroglyphs," she said proudly.
138 "I bet you've learned a lot of new things from Mr. Breasted,"
149 her mother said. James Henry Breasted was her mother's boss and
158 Amelia's teacher. He knew a lot about ancient Egypt.
170 "Mom, do you think I could help your team at the pyramids?"
180 "I don't know, Amelia. Maybe when you're older," she said.
189 Amelia sighed and went back to reading the scrolls.
199 "Hello, Amelia," Mr. Breasted said. He walked up to Amelia,
209 smiling. "Are you translating the new papyrus scrolls we found?"
221 "I'm trying, but I don't know all of the symbols," said Amelia.
231 "Well, why don't we work on it together?" he suggested.
242 Amelia copied all the hieroglyphs on a piece of paper. Then
252 they translated each symbol into English. Soon they had translated
all the scrolls. Amelia read their finished work aloud.

Name _____

Day 32, the harvest season

I asked Mother if I could go to Pharaoh's feast. She said I am not old enough. The trip through the desert is long. I am nine years old! My cousins are going and they're the same age as I am. Last year my cousin Nefer talked about the delicious dessert for days. I wish there was a way to change Mother's mind.

Day 34, the harvest season

This morning Nefer had an idea. "Itet, you need to show your mother you can be useful at the harvest feast," she said. I'm a good writer, but I'm not sure if that will help.

**Day 37, the harvest season**

I have exciting news! I wrote a poem for Pharaoh. I tried very hard to write it from my heart. Mother loved it. She wants me to read it to Pharaoh at the feast. It will be a gift from our family. Nefer was right. I just needed to show her! And just in time too. We leave for the feast in an hour!

"Wow. It's a diary!" said Amelia.

"Not just any diary," said Mr. Breasted. "This is the lost diary of Princess Itet! Itet met the Pharaoh's son at this feast. They later married. Thank you, Amelia. I could not have done this without your help." Amelia had a sudden idea.

"Mr. Breasted, could I show these papers to my mom?"

"Of course! You earned it." Amelia ran off to show her mom.

"You helped translate *all this*?" her mom asked. "This is very good work, Amelia. Maybe you are ready to help at the pyramids."

"Thank you, Mom!" said Amelia.

And thank you too, Nefer and Itet, she thought.

Name _____

A. Reread the passage and answer the questions.

1. What does Amelia want to do in the beginning of the passage?

2. What does Amelia do to help get what she wants?

3. What is the theme of this story?

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Homophones Project



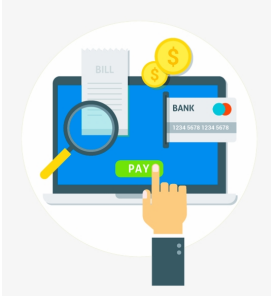
Homophone Poster Project

Create a poster showing the differences between two or three words in a set of homophones.

Your poster should include:

1. The homophones you chose
2. Part of speech (noun, verb, adjective, adverb, pronoun)
3. Definition of the homophone
4. An illustration of the homophone
5. A sentence that uses that homophone.

Make sure your poster is neat, easy to read, and colorful!

<p style="text-align: center;">Dew</p> <p>Part of Speech: Noun</p> <p>Definition: tiny drops of water that form on cool surfaces at night</p>  <p>The morning <u>dew</u> covered the grass like a blanket.</p>	<p style="text-align: center;">Do</p> <p>Part of Speech: Verb</p> <p>Definition: perform an action</p>  <p>You must <u>do</u> your work before you can go outside.</p>	<p style="text-align: center;">Due</p> <p>Part of Speech: noun</p> <p>Definition: a payment you must give to someone</p>  <p>You must pay your <u>dues</u> to belong to the club.</p>
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Homophones

hole

whole

hour

our

idle

idol

in

inn

its

it's

knew

new

knight

night

know

no

knows

nose

made

maid

mail

male

meat

meet

morning

mourning

none

nun

oar

or

one

won

pair pear pare

passed past

peace piece

plain plane

pray prey

principal principle

profit prophet

rain reign rein

real reel

red read

road rode rowed

sail sale

sea see

seam seem

side sighed

sight site



Name _____ Date _____ Score _____

Math Core Essentials

Customary Measurement: Estimating Length

QR Code Answer



Learn About It

The **customary measurement** system uses inches, feet, yards and miles to measure length. 12 inches equals one foot. 36 inches or 3 feet equal one yard. 5,280 feet or 1760 yards equals one mile. The best **estimate** is one that matches the length or distance with the most appropriate measuring method. For example, measuring the height of the vase to the right is best done in inches, not feet or yards.



You Try It

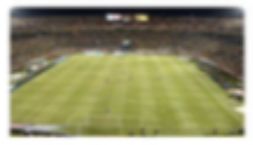
1) Circle the best estimate for the height of a refrigerator.

- 15 inches
- 2 feet
- 7 feet
- 5 yards



2) Circle the best estimate for the length of a soccer field.

- 120 inches
- 120 yards
- 50 feet
- 4 miles



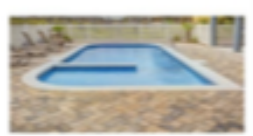
3) Circle the best estimate for a length of a highway.

- 20 miles
- 25 yards
- 100 feet
- 200 inches



4) Circle the best estimate for the width of a swimming pool.

- 25 inches
- 20 yards
- 2 feet
- 10 feet



5) Circle the best estimate for the length of a wrench.

- 15 inches
- 5 feet
- 10 feet
- 2 yards



6) Circle the best estimate for the width of a bedroom.

- 25 inches
- 12 feet
- 50 feet
- 10 yards



7) Circle the best estimate for the height of a shed.

- 20 inches
- 40 feet
- 10 yards
- 10 feet



8) Circle the best estimate for the length of a spoon.

- 8 inches
- 80 inches
- 2 feet
- 1 yard





Name _____ Date _____ Score _____

Math Core Essentials

Customary Measurement: Estimating Weight

QR Code Answer



Learn About It

The **customary measurement** system of weight uses ounces (oz) (*not the same as fluid ounces*), pounds (lb) and tons. It takes 16 ounces to equal one pound. It takes 2000 pounds to equal one ton. The best **estimate** is one that matches the weight with the most appropriate measuring method. For example, measuring the weight of the candy to the right is best measured in ounces, not pounds or tons.



You Try It

1) Circle the best estimate for the weight of an elephant.

- 50 pounds
- 500 pounds
- 500 ounces
- 5 tons



2) Circle the best estimate for the weight of a spoon.

- 3 ounces
- 30 ounces
- 3 pounds
- 30 pounds



3) Circle the best estimate for the weight of a 10-year-old child.

- 70 ounces
- 7 pounds
- 70 pounds
- 1 ton



4) Circle the best estimate for the weight of a washing machine.

- 250 ounces
- 25 pounds
- 250 pounds
- 2 tons



5) Circle the best estimate for the weight of two slices of bread.

- 2 ounces
- 20 ounces
- 2 pounds
- 20 pounds



6) Circle the best estimate for the weight of a car.

- 35 tons
- 350 ounces
- 350 pounds
- 3,500 pounds



7) Circle the best estimate for the weight of a hammer.

- 2 ounces
- 20 ounces
- 20 pounds
- 200 pounds



8) Circle the best estimate for the weight of a large dinosaur.

- 500 ounces
- 50 pounds
- 500 pounds
- 50 tons





Name _____ Date _____ Score _____

Math Core Essentials

Customary Measurement: Estimating Liquid Volume

QR Code Answer



Learn About It

The **customary measurement** system uses, ounces, cups, pints, quarts and gallons for measurement of liquid volume. The best **estimate** is one that matches the liquid volume with the most appropriate measuring method. For example, a large can of paint is best measured using gallons instead of ounces, cups, pints, or quarts.



You Try It

- 1) Circle the best estimate for the liquid in a bottle of milk.

5 ounces
1 cup
1 quart
5 gallons



- 2) Circle the best estimate for filling the car with gasoline.

20 ounces
20 cups
20 quarts
20 gallons



- 3) Circle the best estimate for the amount of water in a bathtub.

40 ounces
4 gallons
40 gallons
40 quarts



- 4) Circle the best estimate for the amount of juice in a glass.

10 ounces
1 pint
1 quart
1 gallon



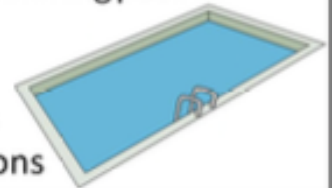
- 5) Circle the best estimate for the amount of soda in a can.

12 ounces
5 cups
3 pints
3 quarts



- 6) Circle the best estimate for the amount of water in a swimming pool.

2 gallons
20 gallons
200 gallons
20,000 gallons



- 7) Circle the best estimate for the amount of water in a dispenser.

5 ounces
5 cups
5 pints
5 gallons



- 8) Circle the best estimate for the amount of milk in a jug.

1 pint
1 gallon
1 quart
10 gallons



Measurement

Choose the letter of the unit you would use to measure each item.

1. Which unit of measurement would you use to measure a tall tree?
 - A. yards
 - B. inches
 - C. miles
 - D. feet
2. Which unit of measurement would you use to measure the amount of gas in a car's tank?
 - A. quarts
 - B. cups
 - C. teaspoons
 - D. gallons
3. Which unit of measurement would you use to measure the weight of a sneaker?
 - A. pounds
 - B. ounces
 - C. tons
4. Which unit of measurement would you use to measure the amount of sugar needed to bake a cake?
 - A. teaspoons
 - B. pints
 - C. cups
 - D. quarts
5. Which unit of measurement would you use to measure the length of a paperclip?
 - A. feet
 - B. inches
 - C. yards
 - D. miles
6. Which unit of measurement would you use to measure how heavy a blue whale is?
 - A. ounces
 - B. pounds
 - C. tons
7. Which unit of measurement would you use to measure the distance from your house to Philadelphia?
 - A. yards
 - B. feet
 - C. inches
 - D. miles
8. Which unit of measurement would you use to measure the weight of a stack of textbooks?
 - A. ounces
 - B. pounds
 - C. tons

Use this article to answer the questions on the next page.

CLOUDS

Clouds are an important part of the water cycle. The water cycle is the movement of water from the Earth into the sky and then back down to Earth again. Did you know that over 70% of the Earth is covered in water? Water on Earth is in the form of salt water (97%), the water that is found in the oceans and saltwater lakes, and fresh water (3%), the water that is found in rivers, ponds, lakes, streams and underground. The sun heats water on the surface of the Earth, and causes it to *evaporate*. Evaporation is the process when water moves from being a liquid to being vapor. Water vapor is made up of tiny water droplets in the air. Water can also move into the air through *transpiration*. Transpiration is the movement of water out of plants. During photosynthesis, plants make oxygen and water. Water then moves out of tiny holes on the leaves and into the air. The water vapor rises up into the atmosphere, and as it cools, it *condenses*. When the water vapor condenses it forms clouds. *Precipitation* happens when so much water vapor condenses that the air cannot hold it anymore. The clouds get so heavy that some of the water must fall back down to Earth as rain, snow, sleet or hail.



There are many different types of clouds. The type of cloud depends on how high up in the atmosphere the water condenses. The atmosphere is the blanket of air that covers the Earth.

Stratus clouds

Stratus clouds occur below 6,000 feet. These clouds look like flat sheets of clouds, and can mean an overcast or rainy day. These clouds are usually a uniform color of gray, and cover most of the sky.

Cumulus clouds

Cumulus clouds are also below 6,000 feet, and look like big fluffy balls of cotton! They usually mean that the weather will be nice; however, sometimes they can get very tall and turn into thunderheads. These clouds are usually flat on the bottom, but have very lumpy tops. Cumulus clouds usually form alone, and there is a lot of blue sky between different clouds.

Cirrus clouds

These wispy clouds usually form above 18,000 feet. Cirrus clouds generally move from west to east. They form when water vapor forms ice crystals, and they are so thin because of the height at which they form. There is very little water vapor above 18,000 feet, and so big thick clouds cannot form.

These are the three main types of clouds that can form; however, there are also several combination clouds.

Cloud Article #1

Use the article on clouds to answer the questions

1. How much of the Earth is covered in water? _____

2. How is the water on Earth split up? _____

3. What is evaporation? _____

4. What is the process called when water moves from plants into the air? _____

5. Describe stratus clouds _____

6. What is the atmosphere? _____

Use this article to answer the questions on the next page.

Stratocumulus clouds usually form below 6,000 feet, and usually form in rows or patches, with blue sky in between. The color of stratocumulus clouds can be from white to dark gray, but precipitation hardly ever falls from these clouds.

Nimbostratus clouds also form below 6,000 feet, and usually produce a steady form of precipitation. Steady precipitation isn't like a hard thunder shower, but can instead last for several hours or even more than a day. Nimbostratus clouds are so thick that you can't see the sun or the moon through them.

Altostratus clouds form higher than stratocumulus or nimbostratus clouds. They form between 6,000 and 20,000 feet. Altostratus clouds cover the entire sky over a large area, and usually produce steady precipitation ahead of a storm. You can see a bit of the sun through the clouds, but the sun will be hazy or 'watery'. Even though you can see the sun, altostratus clouds do not let enough sunlight through to produce shadows.

Alto cumulus clouds also form between 6,000 and 20,000 feet. These clouds look like puffy gray balls or blobs, and sometimes appear in rows. Part of these clouds is usually darker than the rest, and this helps to set them apart from higher cirrocumulus clouds. If you see these clouds on a hot summer morning it often means that there will be thunderstorms in the afternoon.

Cirrostratus clouds form even higher than most altostratus and alto cumulus clouds, at above 18,000 feet. These clouds are so thin that you can see the moon and the sun clearly. Sometimes you only know that there are cirrostratus clouds in the sky because you can see a fuzzy halo around the sun or the moon. This halo is caused because the ice crystals in the cloud bend the light from the sun and the moon. Cirrostratus clouds usually mean that there will be rain or snow within 24 hours.

Other mixed clouds that form high in the sky are *cirrocumulus clouds*. They also form above 18,000 feet. They can look like small rounded puffs or cotton balls, either alone or in rows. When the puffs are in rows, the sky has a rippling look, and this is how you can tell that they are cirrocumulus clouds, and not cirrus or cirrostratus clouds.

Finally, there are the *cumulonimbus clouds*. These clouds are thunderstorm clouds. The word *nimbus* or *nimbo* means precipitation producing cloud. **Nimbostratus** clouds produce steady rain and **cumulonimbus** clouds produce thunderstorms.

Clouds can be fluffy and white, or heavy and gray. They can bring rain and snow, or day long drizzle. But whatever color or shape they come in, they still do the same thing. They return water to the Earth, and they are an important part of the water cycle.

Cloud Article #2

Use the article on clouds to answer the questions

1. Name three types of clouds

a) _____

b) _____

c) _____

2. What cloud types occur above 18,000 feet?

3. What happens with nimbostratus clouds?

4. If you see altocumulus clouds on a summer morning, what do you think might happen in the afternoon?

5.. You have been waiting all summer for the first snowfall. It's almost here! What type of cloud will tell you that snow may be coming, and from what type of cloud will snow fall?

6. What do the words nimbo and nimbus mean?



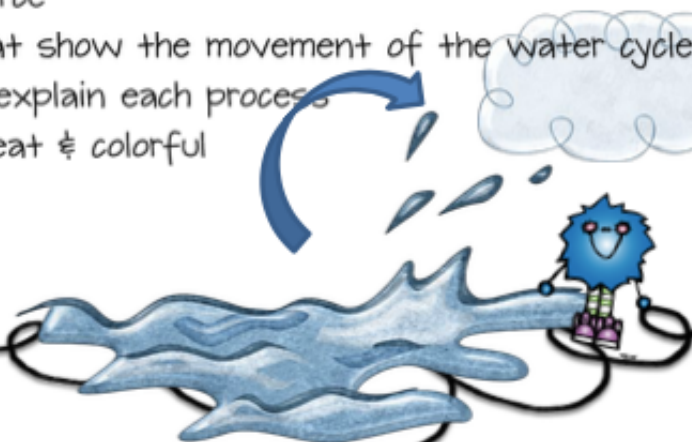
Hi! I'm Molly Cule & you are going to complete a project showing my journey through the water cycle! I can't wait!

Water Cycle Project

You are going to create a poster or flap book that shows the journey of a water molecule as it travels through the water cycle. In order to get full credit you will need to include the vocabulary listed below along with a drawing or symbol, and words to explain what we see. Your words can be in a story format (like a cartoon) or just a good scientific explanation! You can bring items from home to glue on your poster or cut pictures from a magazine or just draw & color the whole thing.

Here is your checklist of items that you must have on your poster or in your flap book.

- Evaporation
- Transpiration
- Condensation
- Clouds
- Precipitation (show different kinds)
- Run Off
- Accumulation or collection
- Energy Source
- Arrows that show the movement of the water cycle
- Words to explain each process
- Must be neat & colorful



When working on your project, be sure to use this rubric and aim for all 4s! An example of the project can be found on the next page.

Student Name: _____



Water Cycle Project Rubric

Category	4 Excellent	3 Good	2 Needs Improvement	1 Unsatisfactory
Major Terms labeled with explanation	All vocabulary from check off included & correct	6 - 7 major terms included & correct	4 - 5 terms included & correct	Poorly completed, less than 4 terms included.
Picture or symbol for each major term	All vocabulary has a picture or symbol	6 - 7 terms have picture or symbol	4 - 5 terms have picture or symbol	Poorly completed. Less than 4 terms included.
Color & neatness	Use of 4 or more colors in creating poster, neat work	Use of 3 - 4 colors, not filled in	Little color, work not neat	Poorly completed, no color used.
Arrows showing movement of water	Arrows for each process on poster	Missing 1 - 2 arrows	Missing 3 arrows	Did not include arrows to show movement
Can we understand your poster?	Poster is correctly labeled & can be understood by anyone viewing	Mostly correct, still easy to understand	Several mistakes or hard to understand	Did not show understanding of the water cycle

Remember: Your project should be hand-drawn and colored by you! Be creative!

