

Whiteriver Unified School District

Fourth Grade Packet

Week 1

School:

Teacher:



Weekly Packet



4th Grade MATH

May 4-8, 2020

MATH

Dear Parents/ Guardians,

This week's packet is a review of Geometry. Students will work on 2- 3 activities each day.

Day 1: Math Buzz Day 1, Lines and Angles

Day 2: Math Buzz Day 2, Parallel, Intersecting, Perpendicular Lines and Classifying Figures

Day 3: Math Buzz Day 3, Symmetry

Day 4: Math Buzz Day 4, Measuring Angles

Day 5: Math Buzz Day 5, Geometry Review





Some more reminders:

1. Weekly packets are available for pick up Mondays at school sites. For the rest of the week, printed packets are available for pick up at the District Office.
2. Students can log on to their **Study Island**, **Prodigy** and **SumDog** for lesson reference, games, and review.
3. Practice multiplication and division facts every day.
4. If you have questions, please feel free to reach your teachers.



Day 1

Types OF Angles

<p>Straight Angle</p>  <p>A straight angle is an angle that measures exactly 180 degrees</p>	<p>Right Angle</p>  <p>A right angle is an angle that measures exactly 90 degrees</p>
<p>Acute Angle</p>  <p>An acute angle is an angle that measures LESS than 90 degrees</p>	<p>Obtuse Angle</p>  <p>An obtuse angle is an angle that measures MORE than 90 degrees, but LESS than 180 degrees</p>

Lines, Line Segments, and Rays


A point has no size or shape, just position

 Point M


A line is a straight path of points that has no beginning or end.

 Line \overline{XY}

A line segment is a portion of a line that has two endpoints.

 Line segment \overline{AB}

A ray is a portion of a line which has one endpoint and extends forever in one direction.

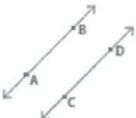
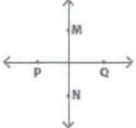
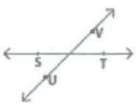
 Ray \overrightarrow{PQ}

Day 2

Name: _____







Date: _____

Parallel, Perpendicular and Intersecting Lines

	Description	Figure	Symbol
Parallel Lines	Two lines remain the same distance apart at all times and never intersect.		$\overline{AB} \parallel \overline{CD}$
Perpendicular Lines	Two lines that intersect and form right angles.		$\overline{PQ} \perp \overline{MN}$
Intersecting Lines	Intersecting lines meet or cross each other.		\overline{ST} intersect \overline{UV}

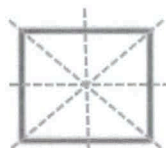
Printable Math Worksheets & Charts @ www.mathworksheets4kids.com

Types of Triangles

By Side	By Angle
 <p>Equilateral Triangle has three equal sides</p>	 <p>Acute triangle has three angles $< 90^\circ$</p>
 <p>Isosceles Triangle has two equal sides</p>	 <p>Right triangle has one angle = 90°</p>
 <p>Scalene Triangle has no equal sides</p>	 <p>Obtuse triangle has one angle $> 90^\circ$</p>

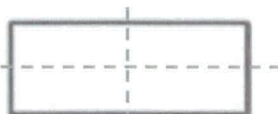
Day 3

Lines of Symmetry



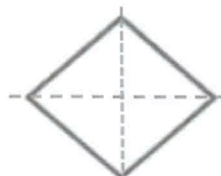
Square

4 lines of symmetry



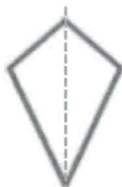
Rectangle

2 lines of symmetry



Rhombus

2 lines of symmetry



Kite

1 line of symmetry



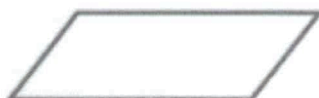
Isosceles Trapezoid

1 line of symmetry



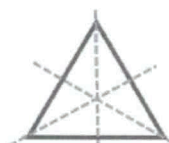
Trapezoid

No lines of symmetry



Parallelogram

No lines of symmetry



Equilateral Triangle

3 lines of symmetry



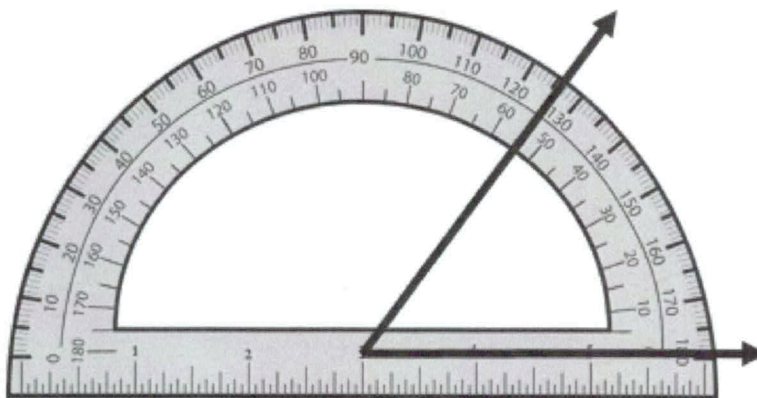
Isosceles Triangle

1 line of symmetry

Day 4

Measuring Angles

You can use a protractor to help you find the measurement of any angle.



1. Line up the vertex of the angle at the center point of the protractor.
2. Make sure the bottom ray of the angle goes through the zero. You can measure angles using either side of the protractor.
3. Count up from the zero until the other ray intersects. This is the measurement of your angle.

This angle has a measurement of 55° .

BE CAREFUL!

If you don't measure correctly, you might think this angle has a measurement of 125° . Make sure you always count up starting from the zero.

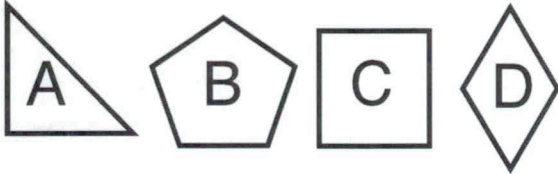
Geometry: Lines and Angles

4.G.A.1

Name _____

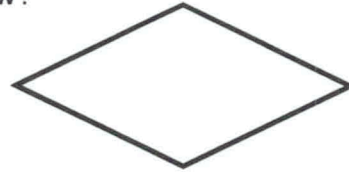
Date _____

1. Casey drew some shapes. Which of the shapes have at least 1 acute angle?



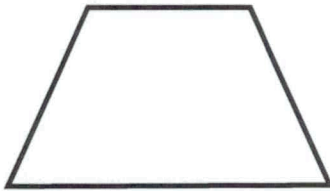
- A. Shape A B. Shape B
 C. Shape C D. Shapes D
 E. No shapes have an acute angle

2. Which statements describe the shape below?

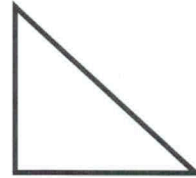


- A. It has 2 right angles
 B. It has 2 acute angles
 C. It has all right angles
 D. It has all acute angles
 E. It has 2 obtuse angles

3. Label parallel or perpendicular lines on this shape.



4. Label the following characteristics if they are present on the shape below: parallel lines, perpendicular lines, acute angle, right angle, obtuse angle



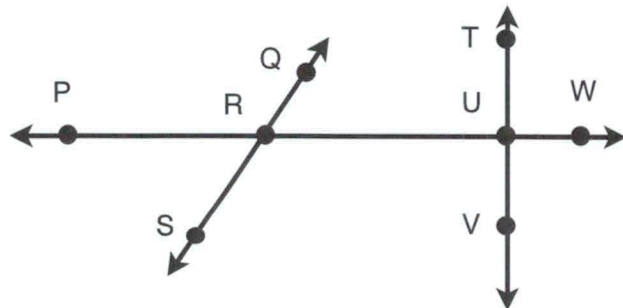
5. Name the following.

Right Angle _____

Acute Angle _____

Obtuse Angle _____

Perpendicular Lines _____



Name: _____

Points, Line Segments, Lines, and Rays

Point



A **point** is pictured by a dot. It is named with a capital letter. This is point *A*.

Line Segment



A **line segment** is a straight path between 2 points. This is line segment \overline{BC} or \overline{CB} . It is written \overline{BC} or \overline{CB} .

Line



A **line** is a straight path that goes on forever in **both** directions. This is line \overleftrightarrow{DE} or \overleftrightarrow{ED} . It is written \overleftrightarrow{DE} or \overleftrightarrow{ED} .

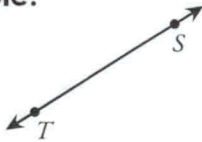
Ray



A **ray** is a straight path that goes on forever in **one** direction. This is ray \overrightarrow{FG} . It is written \overrightarrow{FG} .

Write if each is a **point**, **line segment**, **line**, or **ray** and its name.

Example:



Line \overleftrightarrow{TS} or \overleftrightarrow{ST} \overleftrightarrow{TS} or \overleftrightarrow{ST}

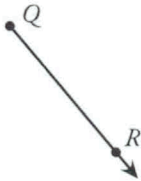
1.



2.



3.



4.



5.



6.



7.



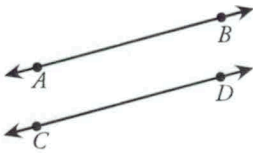
8.



Name: _____

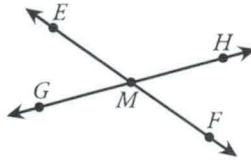
Parallel, Intersecting, and Perpendicular

Parallel Lines



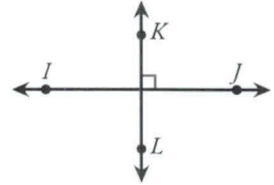
\overleftrightarrow{AB} and \overleftrightarrow{CD} are **parallel lines**.
They never cross, even if they are extended.

Intersecting Lines



\overleftrightarrow{EF} and \overleftrightarrow{GH} are **intersecting lines**.
They cross each other at point M .

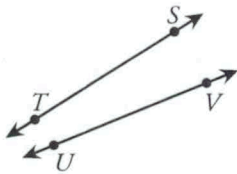
Perpendicular Lines



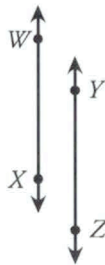
\overleftrightarrow{IJ} and \overleftrightarrow{KL} are **perpendicular lines**.
They form right angles where they cross.

Write **parallel** or **not parallel** for each.

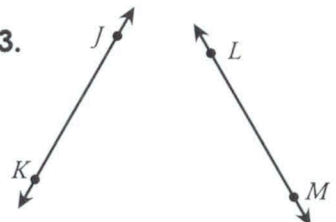
1.



2.

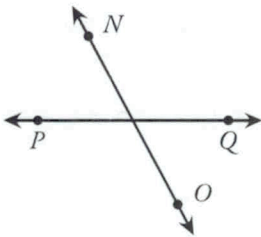


3.

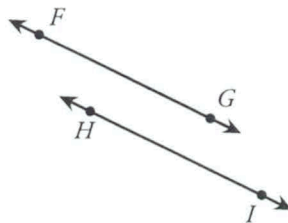


Write **parallel**, **intersecting**, or **perpendicular** for each.

4.



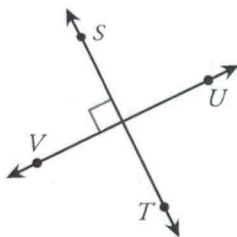
5.



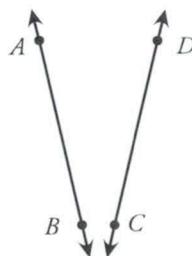
6.



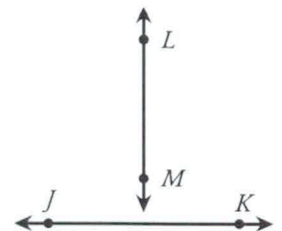
7.



8.



9.



Geometry: Classifying Figures

4.G.A.2

Name _____

Date _____

1. Lindsey collected some shape tiles. Which shapes have at least 1 right angle?



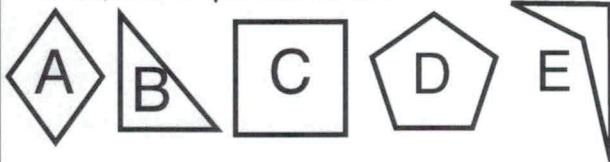
- A. Shape A
- B. Shape B
- C. Shape C
- D. Shape D
- E. No shapes have a right angle

2. Kevin cut out some shapes. Which shapes have BOTH obtuse and acute angles?

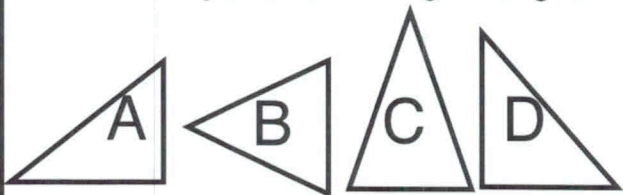


- A. Shape A
- B. Shape B
- C. Shape C
- D. Shape D
- E. No shapes have BOTH obtuse and acute angles

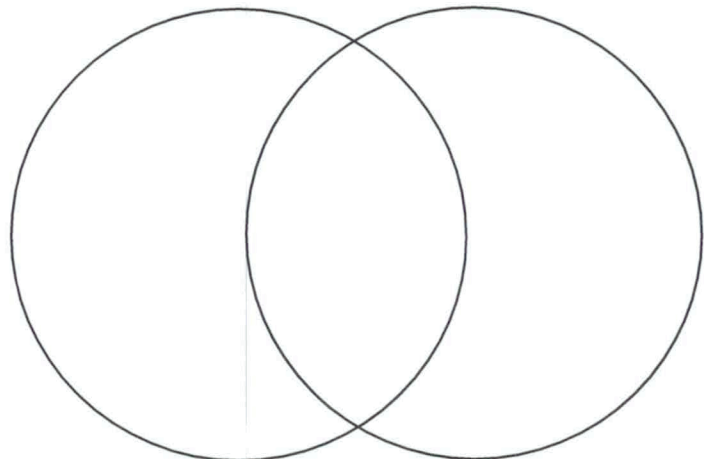
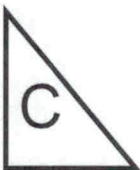
3. Which shapes below have perpendicular lines, but no parallel lines?



4. Which triangles below are right triangles?



5. Use the letters on the shapes to fill in the Venn Diagram below.



Shapes with parallel lines

Shapes with perpendicular lines

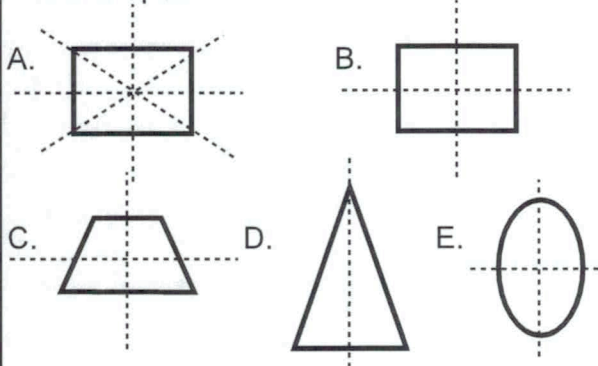
Symmetry

4.G.A.3

Name _____

Date _____

1. Which shows all the lines of symmetry for the shapes?

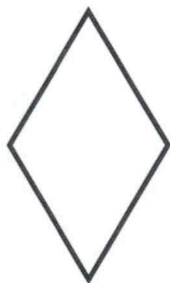


2. Which shapes have more than 1 line of symmetry?

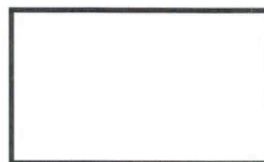


- A. Shape A
- B. Shape B
- C. Shape C
- D. Shape D
- E. No shapes have more than 1 line of symmetry

3. Draw the line or lines of symmetry for the shape below.



4. How many lines of symmetry are in the figure below?



5. Draw the following shapes.

A shape with no lines of symmetry.

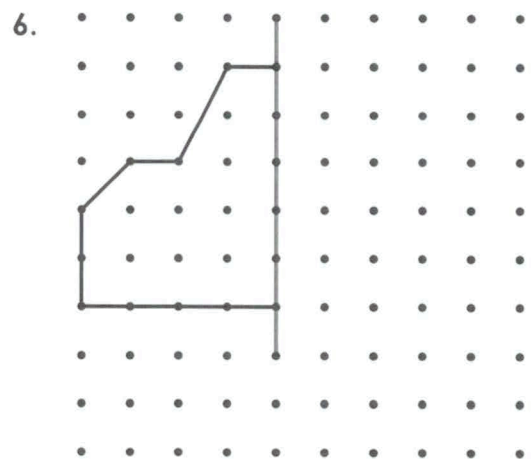
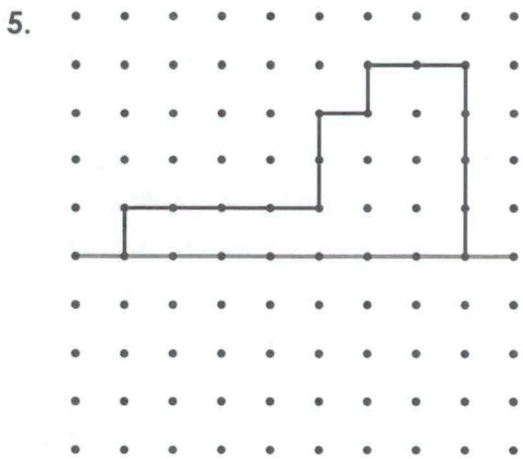
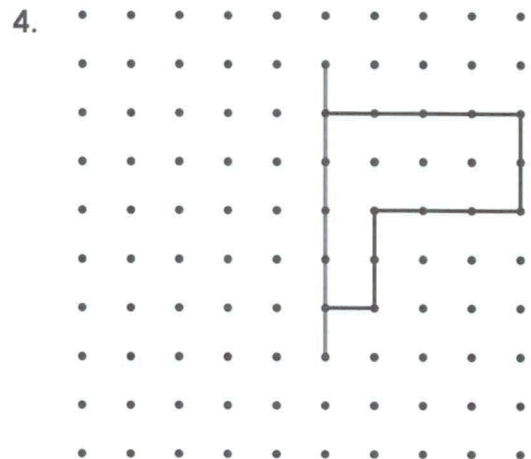
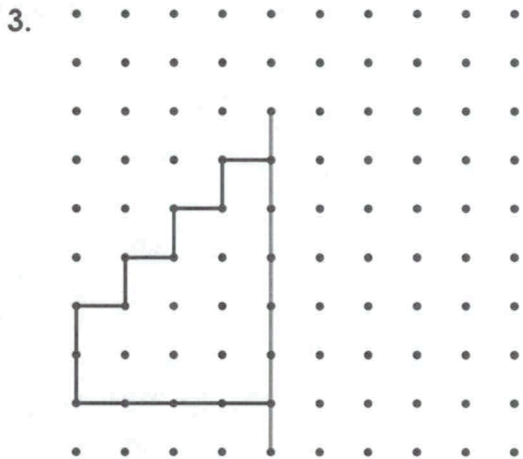
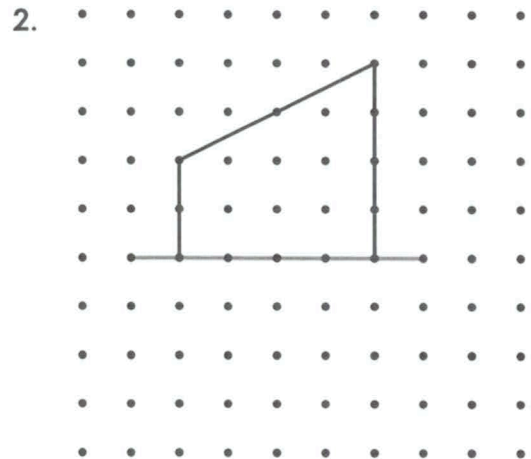
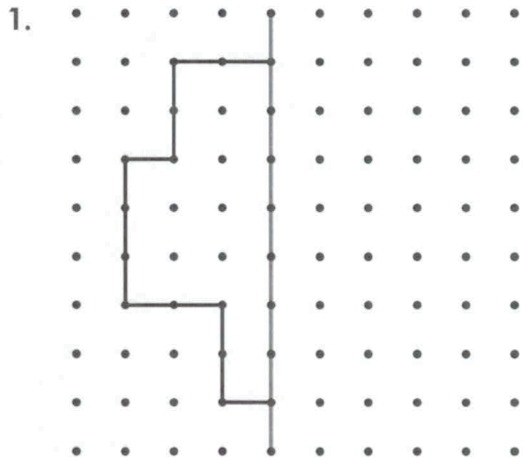
A shape with exactly 1 line of symmetry.

A shape with 3 or more lines of symmetry.

Name: _____

Symmetry Sketching

Draw the missing half of each shape. Each shape should be reflected on its line of symmetry.

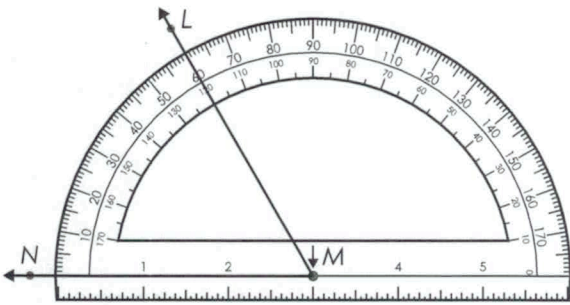
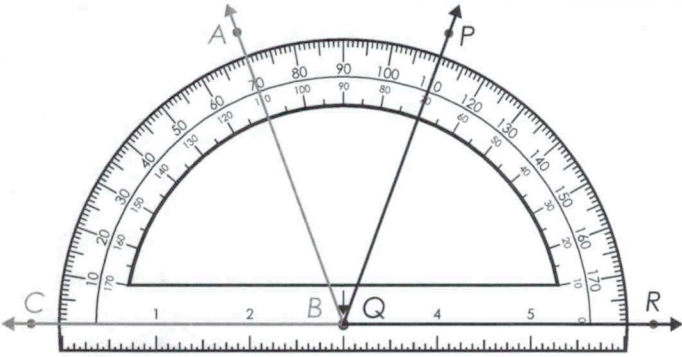


Name: _____

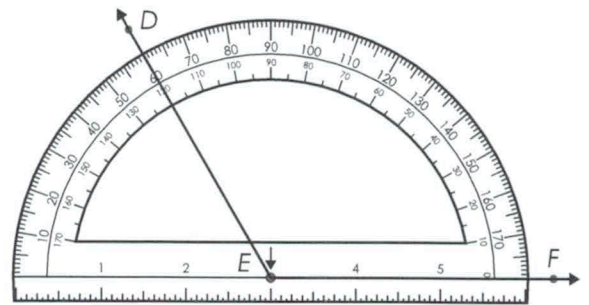
Using a Protractor

The protractor's arrow and pen hole is placed on the angle's vertex. The 0° line is placed over one side of the angle. If the 0° line is used on the left of the pen hole, use the outside edge for the measure. If the 0° line is used on the right of the pen hole, use the the inside edge. Read the measure where the other leg of the angle intersects the protractor.

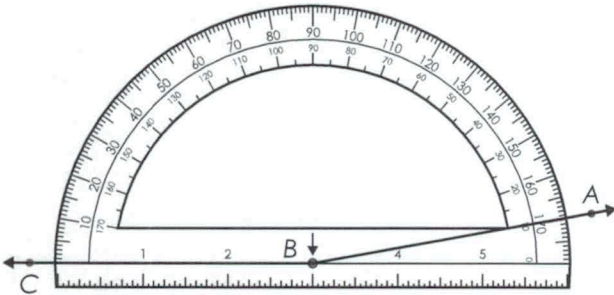
$\angle ABC$ and $\angle PQR$ both measure 70° .



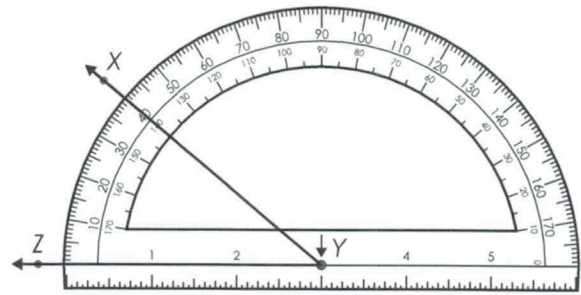
$\angle LMN =$ _____



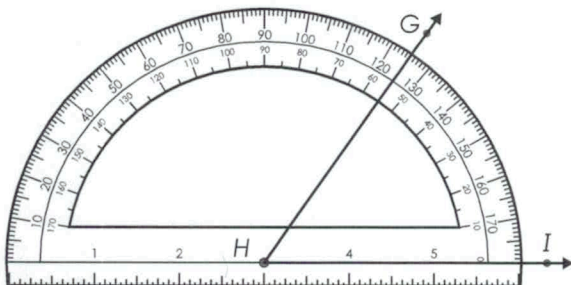
$\angle DEF =$ _____



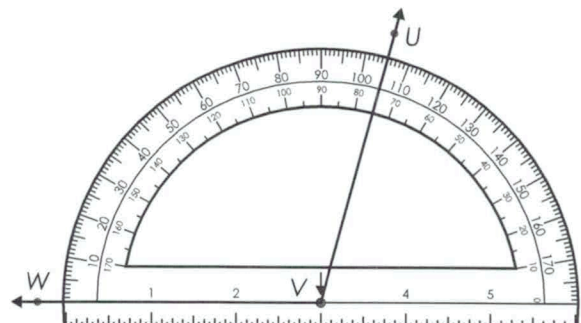
$\angle ABC =$ _____



$\angle XYZ =$ _____



$\angle GHI =$ _____



$\angle UVW =$ _____

Geometry Review

Geometry Review

Name _____

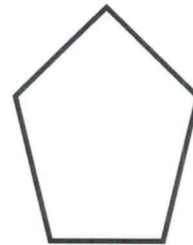
Date _____

1. Lindsey was cleaning up her sister's shape toys. Which shapes have at least 1 obtuse angle?



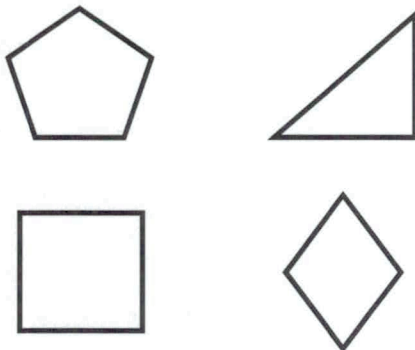
- A. Shape A B. Shape B
C. Shape C D. Shape D
E. No shapes have a obtuse angle

2. How many lines of symmetry are in the figure below?

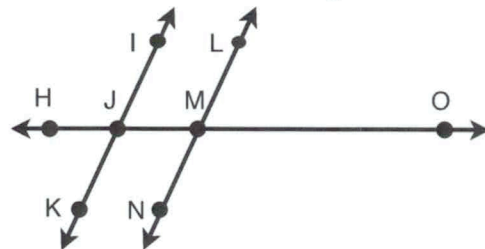


- A. 0 B. 1 C. 2 D. 3 E. 4

3. Circle the shapes with no right angles.



4. Name at least 2 acute angles.



5. Is it possible for a shape to have at least parallel lines, but not perpendicular lines? If so, draw an example and explain your answer.

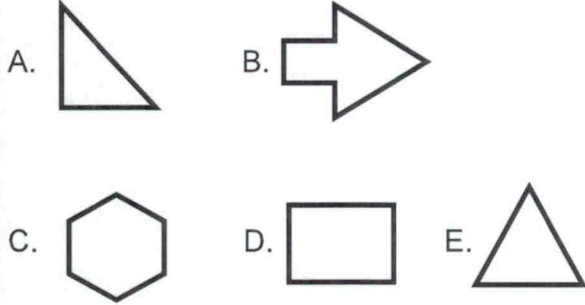
Geometry Review

Geometry Review

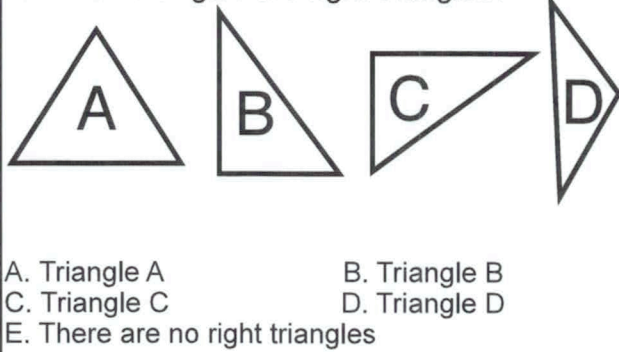
Name _____

Date _____

6. Which shapes have all acute angles?



7. Which triangles are right triangles?



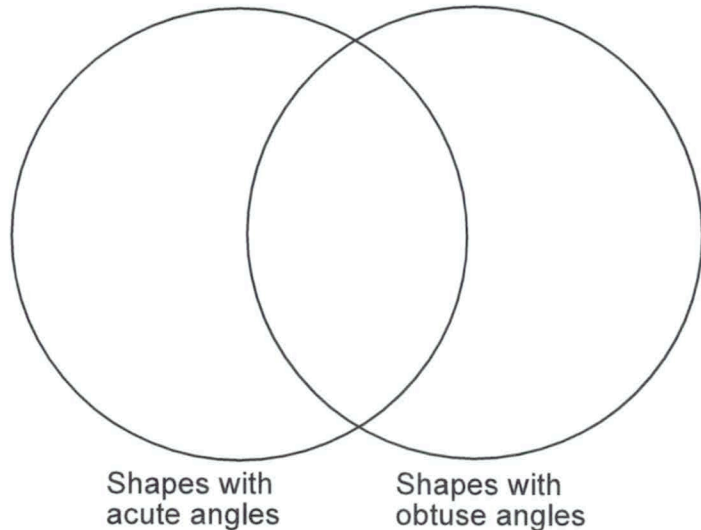
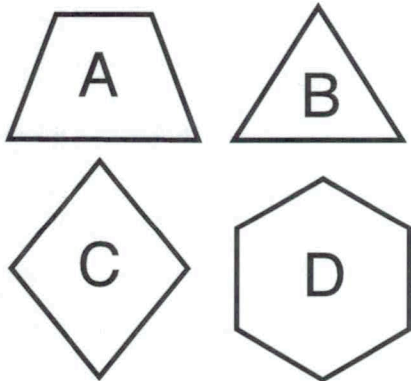
8. How many lines of symmetry are in the figure below?



9. Draw the line or lines of symmetry for the shape below.



10. Use the letters on the shapes to fill in the Venn Diagram below.

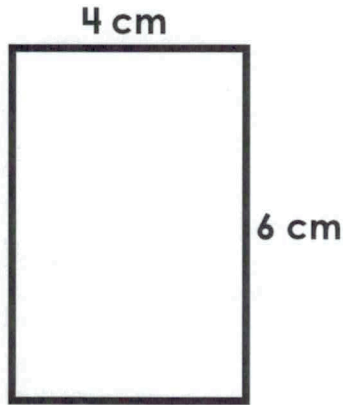




Name: _____

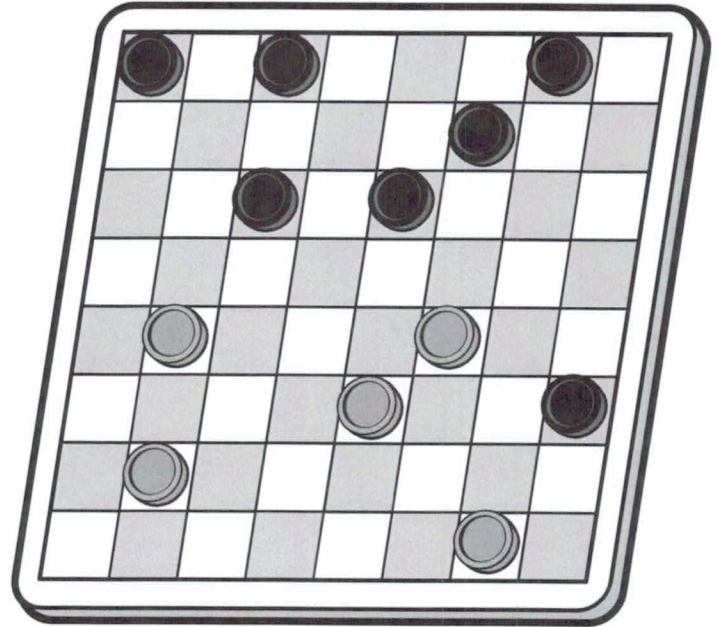
Math Buzz

Find the perimeter of the rectangle.



Perimeter = _____ centimeters

Olivia and Lorenzo are playing checkers. What fraction of the checkers are black?



Fill in the missing numbers.

$$4 \times \square = 16$$

$$30 = 6 \times \square$$

$$\square \times 3 = 24$$

_____ of the checkers are black.

Write the number in word and expanded form.

760

word: _____

expanded: _____

Compare each set of numbers using $<$, $>$, $=$.

$$245 \quad \underline{\quad} \quad 194$$





$$546 \quad \underline{\quad} \quad 562$$

$$679 \quad \underline{\quad} \quad 960$$

Name: _____



Math Buzz

	Summer Reading
Arden	
Jayden	
Lincoln	
Sophia	

Each  = 2 books

Which student read 6 books?

answer: _____

How many more books did Lincoln read than Sophia?

answer: _____

How many books did the students read combined?

answer: _____

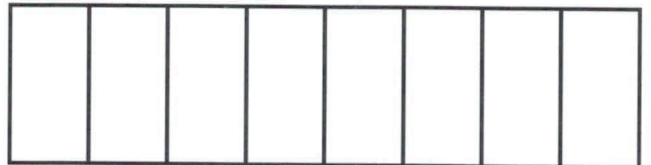
Order the numbers from **greatest to least**.

539 395 953

Shade seven eighths.



Shade five eighths.



Write the number in standard and expanded form.

eight hundred thirteen

standard: _____

expanded: _____

Compare using $>$, $<$, $=$.

$$\frac{7}{8} \quad \text{---} \quad \frac{5}{8}$$

Multiply.

$$7 \times 4 = \underline{\quad\quad} \quad \underline{\quad\quad} = 9 \times 9 \quad 8 \times 6 = \underline{\quad\quad}$$

Fun Music Company Curriculum-at-home

Grade 4 - Lesson 4

King Sunny Adé

Teacher's Note:

Dear Parent/Caregiver,

This is a CONNECT lesson, where students will complete a worksheet and send it back to me.

We have provided the worksheet for the students to complete and send back to me. You can do this via email to rserrano@wusd.us

Hope you are all well!

Mrs. Serrano

Dear Grade Four students,

Today we will be watching a short documentary and a performance about a musician from Nigeria called **King Sunny Adé**.

Step 1: Watch the video documentary.

<https://funmusicmembers.com/at-home/4/4-1/>

Step 2: Watch the performance.

<https://funmusicmembers.com/at-home/4/4-2/>

Step 2: Complete the attached worksheet.

I have attached the worksheet. Please follow the instructions in this and complete it. If you aren't sure of the answers for the first section, you can go to this page and press "show answers" to get the solution for the first section.

<https://funmusicmembers.com/at-home/4/4-3/>

In the second section any answer is acceptable. There isn't really a right or wrong answer to these questions - it is about your impression and what you heard in the music. Watch the video over again a few times if you need to.

When you have completed the worksheet, save it and email it back to me. (rserrano@wusd.us)

Mrs. Serrano

Okay! we are nearing the end of the school year! So for the students of Cradleboard Elementary School we need to review some of the Apache words from the past school year, here we go. These words need to be written down five times each. Remember just the Apache words. Please!

September Words:

Father-Shitaá

Mother- Shimaa

Brother/ Sister- Shik'isn

Grandma/ Grandpa- Shiwoyé

September-Binest'ancho

October Words:

October-Ghaazhi

Black Cat- Gidi Dithit

Ghost- Ch'iidn

Witch- Inłgaashn

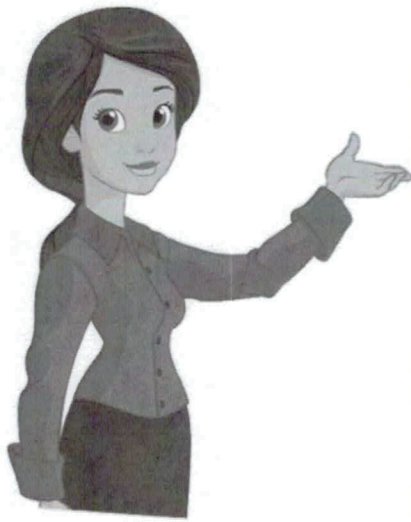
Owl- Buh

November- Zas nlt'ees

Corn- Nadá

Apple- Masaana

Onion- Sawooya

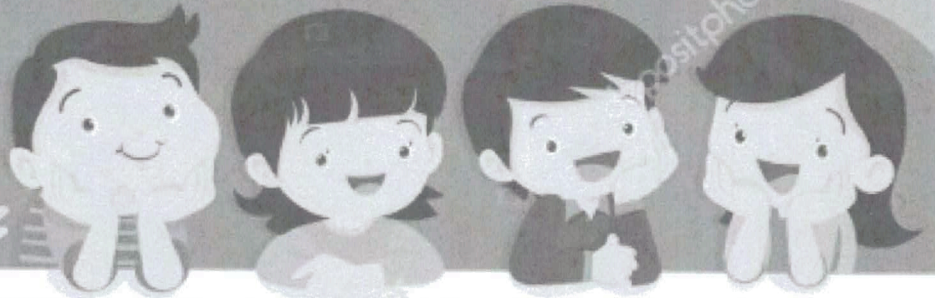
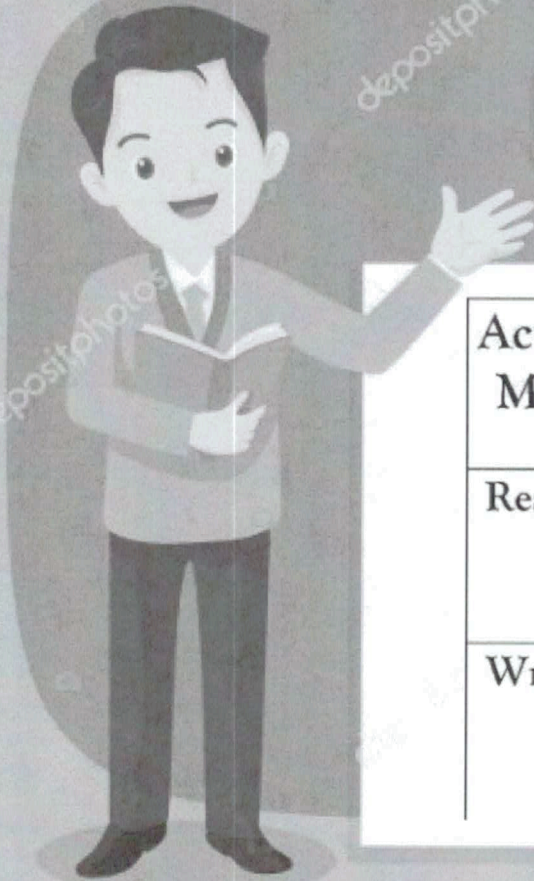


Helpful hints for Students and Families

Materials needed: Pencil and extra paper

Directions and Tips:

- * There is a schedule for each day.
- * You may complete the activities in any order.
- * Make sure to plan your time so that you don't let things pile up at the end.
- * Read the directions carefully before completing each activity.
- * Check the box of each activities when you finish them on the activity menu before you bring it back to School.



Activity Menu	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<input type="checkbox"/> Inferences & Evidence Peter Pan	<input type="checkbox"/> <i>Stan Lee</i> Personification	<input type="checkbox"/> The Moon	<input type="checkbox"/> Hot Cross Buns Read to Remember	<input type="checkbox"/> Historical Hero: Ada Lovelace
Writing	<input type="checkbox"/> Casting Call	<input type="checkbox"/> Compare and Contrast of a Story	<input type="checkbox"/> Read Author' Purpose: Task Cards	<input type="checkbox"/> Answer Author' Purpose: Task Cards	<input type="checkbox"/> Historical Hero: Ada Lovelace Graphic Organizer

Parent Signature: _____

Date: _____

Name: _____

Date: _____

Inferences & Evidence



An **inference** is a conclusion you draw based on your own reasoning and evidence found in a reading passage.

As you read, take note of the inferences you are making. Then, explain your reasoning using **evidence** from the text. If you are reading a book or article, make sure to write the page number where you found the evidence.

Example: I think that the third little pig is the most patient and clever pig of the three because, on page 34, he said that he waited to build his house until he found the strongest materials available, instead of using straw or sticks.

Inference

I think...

Evidence

Because...

Inference

I think...

Evidence

Because...

Inference

I think...

Evidence

Because...

Parent signature: _____ Date: _____

Name: _____

Date: _____

Reading Comprehension: Peter Pan



Read the selection below, then answer the questions that follow.



The Mermaids' Lagoon: An Excerpt from Peter Pan by J.M. Barrie

If you shut your eyes and are a lucky one, you may see at times a shapeless pool of lovely pale colors suspended in the darkness; then if you squeeze your eyes tighter, the pool begins to take shape, and the colors become so vivid that with another squeeze they must go on fire. But just before they go on fire you see the lagoon. This is the nearest you ever get to it on the mainland, just one heavenly moment; if there could be two moments you might see the surf and hear the mermaids singing.

The children often spent long summer days on this lagoon, swimming or floating most of the time, playing the mermaid games in the water, and so forth. You must not think from this that the mermaids were on friendly terms with them: on the contrary, it was among Wendy's lasting regrets that all the time she was on the island she never had a civil word from one of them. When she stole softly to the edge of the lagoon she might see them by the score, especially on Marooners' Rock, where they loved to bask, combing out their hair in a lazy way that quite irritated her; or she might even swim, on tiptoe as it were, to within a yard of them, but then they saw her and dived, probably splashing her with their tails, not by accident, but intentionally.

They treated all the boys in the same way, except of course Peter, who chatted with them on Marooners' Rock by the hour, and sat on their tails when they got cheeky. He gave Wendy one of their combs.

The most haunting time at which to see them is at the turn of the moon, when they utter strange wailing cries; but the lagoon is dangerous for mortals then, and until the evening of which we have now to tell, Wendy had never seen the lagoon by moonlight, less from fear, for of course Peter would have accompanied her, than because she had strict rules about everyone being in bed by seven. She was often at the lagoon, however, on sunny days after rain, when the mermaids come up in extraordinary numbers to play with their bubbles. The bubbles of many colors made in rainbow water they treat as balls, hitting them gaily from one to another with their tails, and trying to keep them in the rainbow till they burst. The goals are at each end of the rainbow, and the keepers only are allowed to use their hands. Sometimes a dozen of these games will be going on in the lagoon at a time, and it is quite a pretty sight.

1. List three or more things that the mermaids do in the lagoon.

2. Match each word to its meaning.

- | | |
|----------|---------------------------------|
| vivid | opposite |
| contrary | make a sound with one's voice |
| bask | intensely bright |
| utter | lie exposed to warmth and light |

3. What did the author mean when he wrote, "You must not think from this that the mermaids were on friendly terms" with the children? Provide an example from the text that supports your answer.

Parent signature: _____ Date: _____

Casting Call!



Pretend you're making a movie or play of the book and you need to cast actors for it. What should the actors look like? What kind of personalities will they need to portray? Write character descriptions and cast famous actors on the lines below.

Main Character: _____

Description: _____

Actor: _____

Main Character: _____

Description: _____

Actor: _____

Supporting Character: _____

Description: _____

Actor: _____

Supporting Character: _____

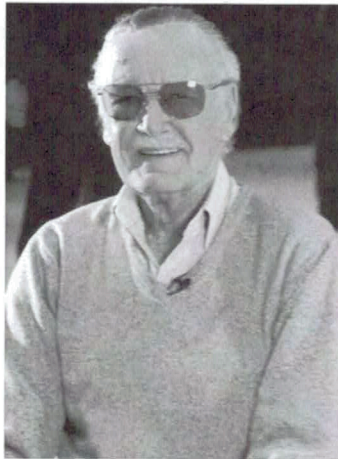
Description: _____

Actor: _____

Parent Signature: _____ **Date:** _____

NAME _____

STAN LEE



Stanley Martin Lieber was born December 28, 1922 in New York City. His parents had immigrated, or moved, from Romania. Stanley and his brother, Larry, watched his parents struggle to earn enough money during the Great Depression. The Great Depression was a time in history where there were not enough jobs and people often did not have enough money.

Stanley, who shortened his name to Stan Lee, became a writer and was hired to work for Timely Comics (which would eventually become Marvel Comics) in 1939. He served in the US Army during World War II as a writer and illustrator.

In 1961, Lee created the Fantastic Four comic series with Jack Kirby. It was very popular! Lee went on to create many other popular superheroes including the Hulk, Dr. Strange, Spider-Man, and the X-Men. Lee was known for allowing his heroes to deal with real life issues as well as “super” problems. He was also known for including some humor in his comics.

Lee then went on to encourage films based on his comics. This resulted in many popular movies such as *The Avengers*, *Spider-Man*, *Thor*, *Black Panther*, *Guardians of the Galaxy*, and many more! If you watch closely, you will find Stan Lee in all of the Marvel movies.

Stan Lee died on November 12, 2018 at 95 years old. He inspired generations of people to find the heroes within themselves and make the world a better, brighter place.

1. What was Stan Lee's real name?

2. What year was Stan Lee born?

- a. 1912
- b. 2018
- c. 1939
- d. 1922

3. Which event happened **first** in Stan Lee's life?

- a. served in World War II
- b. created Fantastic Four
- c. made movies
- d. created Spider-Man

4. What was the name of Marvel Comics when Stan Lee started working there?

- a. DC Comics
- b. the Avengers
- c. Timely Comics
- d. Marvel Comics

5. Why were Stan Lee's comics popular?

The Moon

by Emily Dickinson

The moon was but a chin of gold
A night or two ago,
And now she turns her perfect face
Upon the world below.

Her forehead is of amplest blond;
Her cheek like beryl-stone;
Her eye unto the summer dew
The likest I have known.

Her lips of amber never part;
But what must be the smile
Upon her friend she could bestow
Were such her silver will!

And what a privilege to be
But the remotest star!
For certainly her way might pass
Beside your twinkling door.

Her bonnet is the firmament,
The universe her shoe,
The stars the trinkets at her belt,
Her dimities of blue.



Parent signature: _____ Date: _____

Name: _____

Date: _____

AUTHOR'S PURPOSE: Task Cards

Authors have three main purposes for writing:

PERSUADE - the author wants you to believe or do something.

INFORM - the author wants to tell or teach you something.

ENTERTAIN - the author wants to tell a story that you will enjoy.

*Remember the word **PIE!**

It is a trick to remember the three main reasons why authors write a piece of text.

Directions: Read the passages and answer the question on your answer document.

1 Halloween is the best holiday of the year! Everyone should go out and get a costume. If you can't find one to buy, make one. Halloween is better than the other holidays because you get to trick-or-treat with your friends.

What is the author's purpose?

2 Sarita was excited to get out of the car. She had been waiting for today for weeks and it was finally here. She skipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"

What is the author's purpose?

3 Have you seen the dancing show on tv? It is very entertaining. You should watch it because you will see new dance moves. You will like the music, too. Sometimes I like to get up and dance while the show is on. The show is really good and you will enjoy it!

What is the author's purpose?

4 The United States has five branches of the military. The Army, Navy, Air Force, Coast Guard, and Marines are the five branches. Each branch serves an important role for the country. The country relies on the people who serve in order to protect freedom.

What is the author's purpose?

5 Birthdays are celebrated around the world. In the United States, people celebrate with cake and candles. Many other places celebrate with singing songs. In Mexico, a birthday is celebrated with a piñata filled with candy. A person uses a broomstick to hit the piñata. Each of these birthday traditions is a fun celebration!

What is the author's purpose?

6 Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. Suddenly, their dad started singing loudly and dancing. He turned the music up and the boys cracked up. They laughed so hard and their faces turned bright red.

What is the author's purpose?

7 Smoking is a bad habit. Smoking costs Americans thousands of dollars a year. It also causes major health problems. There are over 4,800 chemicals found in one cigarette. Smoking is a habit that people can choose to quit, but it takes a lot of effort.

What is the author's purpose?

8 Hurry! This house will not be available for long. It has four huge bedrooms, a beautiful kitchen, and an awesome playroom. The best part of this house is that there is a pool in the backyard. Did I mention that the backyard is massive, too? Hurry! Buy it before someone else does!

What is the author's purpose?

Parent Signature: _____

Date: _____

Name: _____

Date: _____

AUTHOR'S PURPOSE: Task Cards

Author's Purpose

Text Evidence

1

• How do you know?
•
•
•
•
•
•
•
•
•

2

• How do you know?
•
•
•
•
•
•
•
•
•

3

• How do you know?
•
•
•
•
•
•
•
•
•

4

• How do you know?
•
•
•
•
•
•
•
•
•

Parent Signature: _____ Date: _____

Name: _____

Date: _____

Hot Cross Buns

Read to Remember

After reading the short story below, complete the organizer. Then, use the keywords (wanted, but, so, then) to summarize, or retell, the story in the space provided.

"Oh no!" groaned Kendall, "Why can't I get this right?" Kendall was a fourth grader at Evergreen Academy, and even though she was a good student, she was unhappy at school. She wanted nothing more than to play the recorder for the school band, just like her older brother. After attending band tryouts for months, she still hadn't been accepted. Still, she was determined. She practiced the song Hot Cross Buns every night and she carried her recorder with her everywhere she went. Kendall could play perfectly at home in front of her parents, but every time she tried to play in front of Ms. Melody, the band teacher, she messed up. Today was her last chance to impress Ms. Melody.

As she practiced in the hall before her audition, Kendall exclaimed, "I have an idea!" She took out a piece of paper and wrote down the notes for the song. Then, she highlighted C note, the one she kept missing during tryouts. "Now I'll get it right!" Kendall grinned. She walked into the music room and smiled bravely at Ms. Melody. She set her highlighted paper on the music stand and started to play.

"Bravo! That was the best rendition of Hot Cross Buns I've ever heard!" said Ms. Melody when Kendall had finished. "Congratulations! You are the newest member of our band!"

Somebody Who is the main character?	Wanted What does the main character want?	But What is the problem?	So How does the character try to solve the problem?	Then How does the story end?
---	---	------------------------------------	---	--

Summary: _____

Parent signature: _____ Date: _____

Name: _____

Date: _____

AUTHOR'S PURPOSE: Task Cards

Author's Purpose

Text Evidence

5

How do you know?

6

How do you know?

7

How do you know?

8

How do you know?

Parent Signature: _____ Date: _____

Name _____

Date _____

Historical Hero: Ada Lovelace

Ada Lovelace was born in 1815 in London, England to Anne Isabella Byron and famous Romantic poet Lord Byron. When Ada was a child, her mother encouraged her to study math. At the time, it was unusual for women to study math and science, even if they were wealthy.



Painting of Ada Lovelace

In 1833, she met mathematician Charles Babbage at a party. Charles, known as the father of the computer, made a machine that could calculate math problems. It was called the difference engine. Once Charles found out that Ada was interested in math, they became good friends. He showed Ada the difference machine and she was fascinated by it. Charles then took Ada under his wing and taught her about his research during the next several years.

About ten years later, Charles had an idea for a new mathematical machine. A fellow scientist had written an article about it, but it was in French. Charles asked Ada to translate the article for him. Not only did she translate the article, but she added her own notes and ideas. After she added her notes, the article became three times longer than the original! She used the initials A.A.L for Augusta Ada Lovelace to publish the English version of the article.

Ada died from uterine cancer in London on November 27, 1852. She was 36 years old. Many of Ada's ideas are still used in computers today. Her work went unnoticed until the 1950s. It was then that scientists realized how revolutionary her ideas were. In 1980, the United States Department of Defense named a new computer language "Ada" to recognize her past contributions. Now she is considered by many to be the world's first computer programmer.

Directions: Fill in the timeline with important events in Ada's life.

	➔		➔		➔	
--	---	--	---	--	---	--

Parent Signature: _____ Date: _____

Name _____

Date _____

Historical Hero: Ada Lovelace

Directions: Complete the graphic organizer with information from the nonfiction text.

What is the topic of the text?

What are some key details from the text?

1.

2.

3.

4.

5.

What is interesting to you about the text?

What is the author's purpose for the text?

What is the main idea of the text?

Parent Signature: _____ Date: _____



Whiteriver Unified School District

Fourth Grade Packet

Week 2

School:

Teacher:

Home Letter

The Ever-Living Tree
Home Letter

Dear Family,

This week we ask the question “How do forests and trees show change?” In our informational text **The Ever-Living Tree**, we’ll compare the growth of a tree to events taking place throughout the world. We’ll also read **Towering Trees**, a poetry selection about the redwoods.

This week’s...

Target Vocabulary: resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent

Vocabulary Strategy: Prefixes *pre-*, *inter-*, *ex-*

Comprehension Skill: Text and graphic features—understand how illustrations and other features add to the text

Comprehension Strategy: Monitor/clarify—use reading techniques to understand confusing passages of text

Writing Focus: Informative writing—procedural composition

Activities to Do Together

Vocabulary

With your child, try to use four of this week’s **Target Vocabulary** words to make sentences about planting and growing a tree.

Growing Up

Discuss with your child changes that take place when something grows. Ask your child to describe how people change as they grow from children to adults.

Writing About Changes

Ask your child to discuss the dramatic changes that occur as some animals grow. Have your child select a specific animal such as a butterfly, and have your child write the steps of its life cycle from caterpillar to butterfly.



Go to the *eBook* to read and listen to this week’s selection.

A Quiet Forest?

A dense, or thick, fog covers the forest. *Shhh!* Did you hear something? Chipmunks take seeds from fallen pinecones. Deer, raccoons, and elk move through the forest as the fog begins to clear, or evaporate. Salamanders, newts, tailed frogs, and salmon swim in the shallow stream of water.

This is the redwood forest. Is it quiet? Not if you listen carefully.



Today, the Pacific Coast has very few redwood forests.

Name _____ Date _____

Target Vocabulary

Forever Green
Target Vocabulary

Choose the Target Vocabulary word that best matches the phrase below.

Vocabulary

continent	dense	resources
civilized	independent	customs
shallow	opportunities	moisture
evaporate		

Which word describes ...

1. tiny drops of water? _____
2. an organized society? _____
3. chances to do things? _____
4. change from a liquid into a gas? _____
5. materials that can be used? _____
6. a very large area of land? _____
7. closely packed together? _____
8. activities people in a culture usually perform?

9. not deep? _____
10. something that is separate from other things?

NAME:

DATE:

TEACHER/SCHOOL:

ZHAALI EARNED:

DAILY KWL CHART

Today's Lesson:

Redwood Forest

Sounds and Stillness



What I **Know** (*before reading*):

What I **Want** to Know:

What I **Learned** (*after reading*):

Forest Insects

Watch where you step! Most creatures live on the forest floor, where they can find enough food. The tall trees also protect them from the rain and sun.

Would you like to meet some of these small, quiet creatures? Bend down. Do you see the beetles? They like to dig homes in the ground or hide in tree bark. They are small but very important because they are food for woodpeckers and other forest birds.

Look up and see another forest insect—the beautiful orange-and-black American Monarch butterfly. Each fall, thousands of them fly down the Pacific coast of the North American continent. Sometimes they fly from Canada! Monarchs are the only insect that flies so far every year and then returns to where it came from.

Did you know...

Just a few kinds of insects live in redwood forests. The trees make tannin, a strong, burning chemical that insects dislike.