Fourth Grade
ELA Academic Packet

Student

School_____

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6 -April 10, 2020

Orange County Public Schools

OCPS Distance Learning Packet
Grade 4 ELA
Week of Monday, April 6th

Day	Standard	Instructions
Monday	Summarize a story Determining the theme of the text.	● Read *The Emperor and the Peasant Boy* and summarize the story. ● Answer the question: *What is the theme of the text?*
Tuesday	Summarize a story Determining the theme of the text.	● Read *The Lad Who Went to the North Wind* and summarize the story. ● Answer the question: *What is the theme of the text?*
Wednesday	Comparing Stories	● Read and review the skills slides. ● Reread *The Emperor and the Peasant Boy* and *The Lad Who Went to the North Wind* ● Complete the graphic organizer to compare the events and themes of the stories.
Thursday	Informative Essay	● Review and break down the writing prompt. ● Read both *Energy* texts then annotate the text for evidence. ● Plan your essay using the graphic organizers.
Friday	Informative Essay	● Write your essay. ● Edit and revise your essay.
Daily: Read a book of your choice for 30 minutes.		

****If your child needs assistance, please contact your child's teacher.**

Monday

Determine the Theme

Explicit Instruction

Theme:
- Lifelong lesson the author wants the reader to know.
- Not specific to the story

What was the problem? What lesson did the character learn?

One way to determine theme is to recount the story and think about a lesson learned!

Explicit Instruction

Beginning	Middle	End
The three little pigs each build house. The first little pig made quickly out of straw. The second little pig made one quickly out of sticks.	The last little pig made out of bricks, which took much longer.	The wolf blew down the straw and stick houses, but was not able to blow down the brick house.

Theme: Taking time to do something right pays off.

Evidence: The pig that took his time and used a better material had a safe house.

Determine the Theme

Explicit Instruction

Step 1 - Recount the story.

Step 2 - Think about what the author might have been trying to teach us through the events in the story.

What was the problem? What lesson did the character learn?

Name _____ Date _____

The Emperor and the Peasant Boy

Early one morning, a lone traveler walked down a dusty road. Around a bend in the road, he came upon a young peasant boy gathering firewood in a field. The boy's family needed the wood to cook their meals.

"I can see that it is not easy to find wood in this field," the traveler said. "Why don't you go up into the forest on the hillsides? There must be plenty of wood up there."

"Oh, no!" the peasant boy exclaimed, as though shocked by the suggestion. "All of the land in the forest belongs to the emperor, and the emperor's law says that no one else may enter the forest."

"What a shame," the traveler said. "All that good wood up there is going to waste. Your emperor must be a selfish ruler to be unwilling to share his wood with his people."

"The emperor may not be a generous person," said the boy, "but that doesn't give me the right to break the law."

"Well," the traveler said, "I must be on my way." The peasant boy said goodbye to the stranger and went back to collecting wood.

Several days later, a messenger came. The boy and his family were ordered to return with the messenger to the emperor's palace. When the peasant boy saw the emperor's face, his eyes grew wide, and his jaw dropped. "You're the stranger," the boy gasped, "the man I met on the road!"

The emperor smiled. "You refused to break my laws. For that, I intend to reward you and your family." He gave them a chest of gold. "Thanks to you," the emperor continued, "I have learned that one of my laws is unjust. From now on, all who wish to enter my forests may do so!"

The Lad Who Went to the North Wind

A young lad was showing his mother a meat pie he had made. They were very poor. This was their last bit of food. Suddenly, the pie was blown up into the air and away! 15 30 35

"I shall go to the North Wind and demand that he return our pie!" said the lad. "I may be small, but I walk tall." 50 60

The journey was long and hard. At last, the lad heard a loud and blustery voice calling from the *top* of a mountain. "Who dares approach the home of the North Wind?" 75 89 92

"It is I, the lad whose meat pie you stole this very morning." The North Wind said he would give the lad a magic red tablecloth that would serve him meals fit for a king. 107 122 127

The lad went to an inn to spend the night. There he spread out the cloth and produced a fine feast that he shared with the other guests. 143 155

The innkeeper's wife wanted the tablecloth for herself. When the lad was asleep, she took it and exchanged it with her own red tablecloth. The lad took the cloth home to his mother and spread it out on their kitchen table. When no feast appeared, the lad said, "I shall go back, for clearly I have been tricked." 166 181 196 211 213

Again, the lad set off on the long journey to the mountain. This time, the North Wind gave him a stick. "It will spray water until you tell it to stop," said the North Wind. "You will find a good use for it." 228 244 256

When the lad stopped at the inn again, he used the stick to spray water all over the innkeeper's wife. "Bid the stick be still!" she cried. "You shall have your cloth back!" 272 286 289

The lad took the magic cloth and the stick home to his mother. They shared a delicious meal. 303 307

She hugged the lad. "You may be small, but you walk tall!" she said. 321

Summarize The Emperor and the Peasant:

What is the theme of the story?

Tuesday

Summarize The Lad Who Went to the North Wind:

What is the theme of the story?

Wednesday

Compare and Contrast Theme

Explicit Instruction

Text 1	Text 2
Characters	Characters
Events	Events

How do different characters and events lead to similar themes and topics?

Compare and Contrast Theme

Both from somewhere different.	Both came from the land in some way.
Stormalong fought an octopus.	Joe saved worker from molten steel.
Stormalong wanted to be one with the sea.	Joe wanted to work in the steel mills.

Both characters achieved their goal.

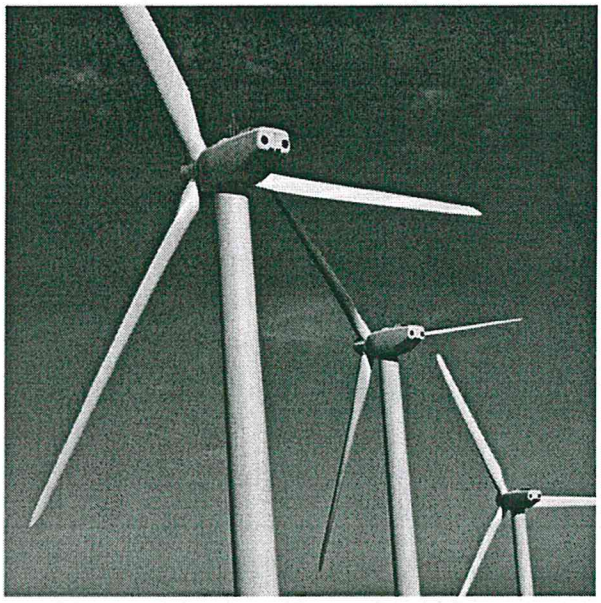
Theme: Don't give up.

RL.3.9

Directions: Complete the chart to compare and contrast the treatment of similar themes and pattern of events in the texts.

Texts	The Emperor and the Peasant Boy	The Lad Who Went to the North Wind	Describe the similarity or difference in the treatment of the patterns of events and themes.
Describe the pattern of events.			
What theme do the texts share?			

Energy for Life



ENERGY IS THE KEY

We use a lot of energy to live. Whether we're playing, studying or eating, energy makes these activities possible. We also use energy for production—to run machines, for instance. Much of this energy comes from fuels like oil, coal or natural gas. These fuels are used to make the blacktop and basketballs at recess, as well as generate the electricity for the lights all around you. Think of all the energy required to plant, grow, harvest, transport and cook your lunch, and you can start to understand that energy is a key to life!

NATURAL, BUT NOT FOREVER

Fuels like natural gas, oil and coal are important natural resources. They are known as fossil fuels and take millions of years to form. We've used them for hundreds of years, and they've powered everything from planes and trains to cars and computers. Unfortunately, fossil fuels are non-renewable forms of energy. Our power plants burn them faster than nature makes them, and when they are burned, power plants create emissions harmful to the environment.

To use fossil fuels, we first need to get them out of the earth with technologies like oil rigs, coal mines and natural gas wells. The drilling, mining and pumping of these natural resources often requires very large operations. These procedures result in producing the important energy we need, but they need fossil fuels themselves to operate and can often negatively impact the land where these fuels are found.

POWERING THE FUTURE

Fortunately, there are forms of renewable energy out there. They also come from nature and don't harm the environment as much as fossil fuels. Furthermore, they aren't consumed to produce energy, so we can use them again and again. One form of renewable energy is solar energy. Solar energy uses solar panels, which collect sunlight and convert it directly into electricity.

Another form of renewable energy is wind energy. Like an extremely large pinwheel, wind turbines have blades that rotate when the wind blows, and this movement generates electricity. Some solar and wind energy power plants are connected to batteries so they can supply electricity even when the sun isn't shining or the wind isn't blowing.

One form of renewable energy that has been around for a very long time is hydropower. Hydropower is energy produced by falling and running water. Hydropower technologies can be as simple as a watermill on a stream or as complex as a hydroelectricity dam. Hydropower is a great source of renewable energy: in Washington state (in the USA), for instance, it produces approximately 75% of the entire state's energy!

THE RIGHT PLAN

Using renewable energy is a good way to reduce our dependence on fossil fuels, though renewable energies have some negative impacts on the earth as well. Solar power plants are usually built in deserts where sunshine is reliable and strong, but the desert land that is disrupted for the construction and operation of these power plants is actually rich with plant and animal life.

Wind energy power plants are called wind farms and require a lot of land. Though each turbine only takes up a small area of land, wind farms can easily have hundreds or thousands of turbines. With that many turbines together, their presence can easily affect birds, bats and other wildlife in the area.

Hydropower plants can generate a lot of energy and electricity, but their existence can dramatically alter the environment around them. Many hydropower plants use dams to create the electricity. Fish can be easily blocked by a dam and prevented from swimming to important spawning grounds. Dams can also fail and cause massive flooding. Also, in the event of a drought, the electricity produced could truly be limited to a trickle!

However, by carefully planning the locations of renewable energy power plants, their harmful impact to the planet can be minimized and their renewable and sustainable benefits maximized.

LOOKING FORWARD

Almost everything we do requires some sort of energy. It's important to understand where our energy comes from, how it is produced and what effect each type has on our environment. As technology improves, we can balance the use of non-renewable fossil fuels with renewable energy for a healthier planet.

Electricity & Energy
Energy

All life depends on energy. The Earth and our solar system get most of their energy from the sun. Without the sun, life on Earth would not exist. The sun shines on plants, giving them the energy they need to grow and thrive. Animals then eat the plants, which gives them energy, too. Energy is everywhere. It is all around us.

Energy comes from nature. Wind, sun, water, fire, and lightning are all sources of energy. In the United States, the most used sources of energy are fossil fuels such as coal and oil. The energy from fossil fuels gives us most of the electricity that lights and heats our homes. Oil also gives us the gasoline that runs our cars. Unfortunately, the burning of fossil fuels **pollutes**[1] the air.

Scientists are working to develop new ways of providing energy without harming the Earth. Through advances in research of alternative energy sources, the world is slowly changing from using fossil fuels to using wind power, water power, and **solar**[2] energy. Windmills are used to capture wind power. Dams help to **harness**[3] the energy from water. Solar panels collect energy from the sun's rays and keep it stored for future use.

[1] **pollutes** – spoils (as a natural resource) with waste made by humans
[2] **solar** – coming from the sun
[3] **harness** – to put to work, utilize

Name _____

Directions: We use energy to live. Write an essay to explain how different forms of energy impact the environment. Use evidence from the text to support your answer.

Manage your time carefully so that you can:

- read the passages
- plan your response in the box below
- write your response
- revise and edit your response

PLAN

Thursday

Prompt: *We use energy to live. Write an essay to explain how different forms of energy impact the environment. Use evidence from the texts to support your answer.*

Planning Page

Friday

Fourth Grade
Math Academic Packet

Student

School_____

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Week 2
April 6-April 10, 2020

Orange County Public Schools

Fourth Grade Recommended Pacing

Day	Skill	Page
Monday	**Lines, Rays, and Angles**	381-384
Tuesday	**Lines, Rays, and Angles**	P189-P190
Wednesday	**Classifying Triangles**	385-388
Thursday	**Classifying Triangles**	P191-P192
Friday	**Lines, Rays, and Angles** **Classifying Triangles** **or** **Line Art** **Triangle Living**	R76 R77 or E76 E77

If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!

Orange County Public Schools

Chapter 10

School-Home Letter

Dear Family,

Throughout the next few weeks, our math class will be studying two-dimensional figures. The students will use definitions to identify and describe characteristics of these figures.

You can expect to see homework that includes identifying types of triangles and quadrilaterals.

Here is a sample of how your child will be taught to classify a triangle by its angles.

Vocabulary

acute triangle A triangle with three acute angles

line segment A part of a line that includes two points, called endpoints, and all the points between them

obtuse triangle A triangle with one obtuse angle

ray A part of a line, with one endpoint, that is straight and continues in one direction

right triangle A triangle with one right angle and two acute angles

MODEL Classify a triangle by the sizes of its angles.

Classify triangle *KLM*.

STEP 1

Determine how many angles are acute.

$\angle K$ is acute.

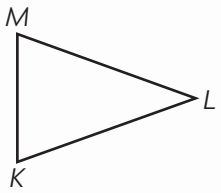
$\angle L$ is acute.

$\angle M$ is acute.

STEP 2

Determine the correct classification.

A triangle with 3 acute angles is acute.



Tips

Angle sizes

Angles are classified by the size of the opening between the rays. A right angle forms a square corner. An acute angle is less than a right angle. An obtuse angle is greater than a right angle and less than a straight angle.

To classify angles in a figure, use the corner of an index card as a right angle and compare.

Activity

Help your child commit most of the classifications of triangles and quadrilaterals to memory. Together, you can make a series of flash cards with the classifications on one side of the card and definitions and/or sketches of examples on the other side of the card.

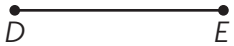
Name _____

Lines, Rays, and Angles

Essential Question How can you identify and draw points, lines, line segments, rays, and angles?

UNLOCK the Problem REAL WORLD

Everyday things can model geometric figures. For example, the period at the end of this sentence models a point. A solid painted stripe in the middle of a straight road models a line.

Term and Definition	Draw It	Read It	Write It	Example
A **point** is an exact location in space.	A •	point A	point A	
A **line** is a straight path of points that continues without end in both directions.		line BC line CB	$\overleftrightarrow{BC}$ $\overleftrightarrow{CB}$	
A **line segment** is part of a line between two endpoints.		line segment DE line segment ED	$\overline{DE}$ $\overline{ED}$	
A **ray** is a part of a line that has one endpoint and continues without end in one direction.		ray FG	$\overrightarrow{FG}$	

Activity 1 Draw and label $\overline{JK}$.

_____

MATHEMATICAL PRACTICES

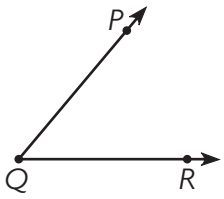
Math Talk **Explain** how lines, line segments, and rays are related.

- Is there another way to name $\overline{JK}$? **Explain**.

_____

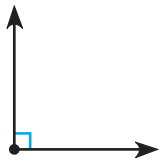
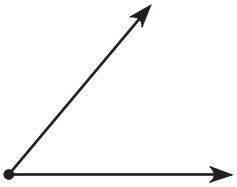
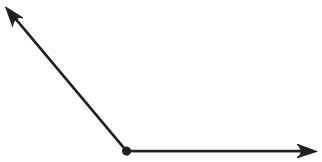
_____

Angles

Term and Definition	Draw It	Read It	Write It	Example
An **angle** is formed by two rays or line segments that have the same endpoint. The shared endpoint is called the vertex.		angle *PQR* angle *RQP* angle *Q*	$\angle PQR$ $\angle RQP$ $\angle Q$	

You can name an angle by the vertex. When you name an angle using 3 points, the vertex is always the point in the middle.

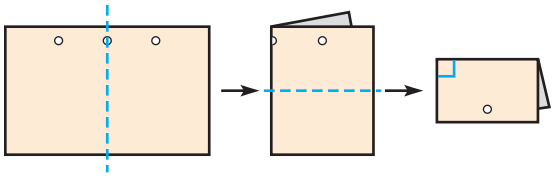
Angles are classified by the size of the opening between the rays.

A **right angle** forms a square corner.	A **straight angle** forms a line.	An **acute angle** is less than a right angle.	An **obtuse angle** is greater than a right angle and less than a straight angle.
			

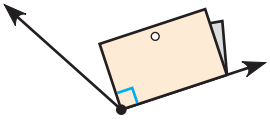
Activity 2 Classify an angle.

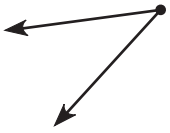
Materials ■ paper

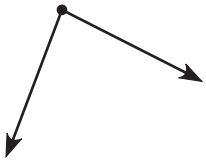
To classify an angle, you can compare it to a right angle.

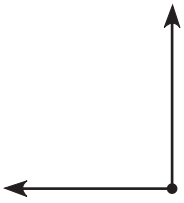


Make a right angle by using a sheet of paper. Fold the paper twice evenly to model a right angle. Use the right angle to classify the angles below. Write *acute*, *obtuse*, *right*, or *straight*.

a. 

b. 

c. 

d. 

Name _____

Share and Show

1. Draw and label $\overline{AB}$ in the space at the right.

$\overline{AB}$ is a _____.

Draw and label an example of the figure.

2. $\overleftrightarrow{XY}$

3. obtuse $\angle K$

4. right $\angle CDE$

Use Figure *M* for 5 and 6.

5. Name a line segment.

6. Name a right angle.

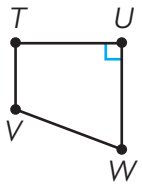


Figure *M*

On Your Own

Draw and label an example of the figure.

7. $\overrightarrow{PQ}$

8. acute $\angle RST$

9. straight $\angle WXZ$

Use Figure *F* for 10–15.

10. Name a ray.

11. Name an obtuse angle.

12. Name a line.

13. Name a line segment.

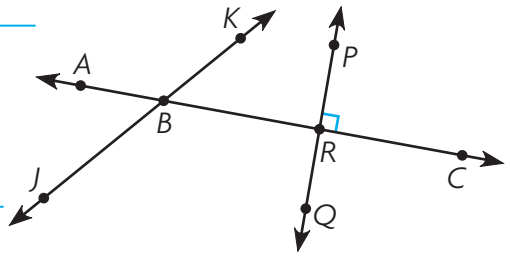


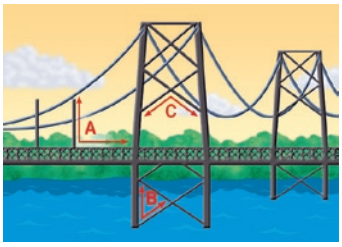
Figure *F*

14. Name a right angle.

15. Name an acute angle.

Problem Solving REAL WORLD

Use the picture of the bridge for 16 and 17.



16. Classify $\angle A$.

17. Which angle appears to be obtuse?

18. H.O.T. How many different angles are in Figure *X*? List them.

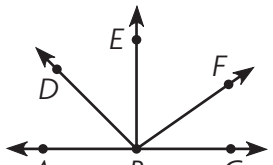
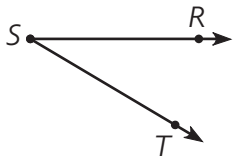


Figure *X*

19. What's the Error? Vanessa drew the angle at the right and named it $\angle TRS$. Explain why Vanessa's name for the angle is incorrect. Write a correct name for the angle.



20. Test Prep Which of the following terms best describes the figure at the right?

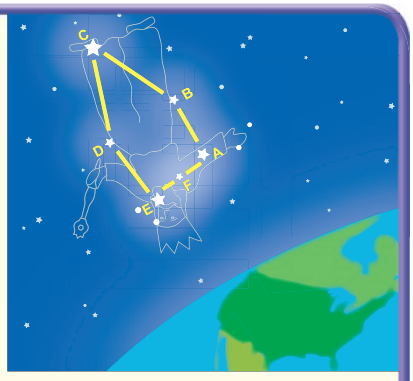
Ⓐ ray Ⓒ line

Ⓑ line segment Ⓓ angle

Connect to Science

Constellations

Astronomers study the stars and other objects in space. Cepheus is a constellation of stars named after an ancient mythological Greek king. Cepheus is visible in the northern sky all year long.



Trace the constellation. Then answer the questions.

21. How many line segments are shown in this drawing of Cepheus?

22. How many points are shown in this drawing of Cepheus?

23. Which angles appear to be right angles?

24. Which angle is an acute angle?

FOR MORE PRACTICE:
Standards Practice Book, pp. P189–190

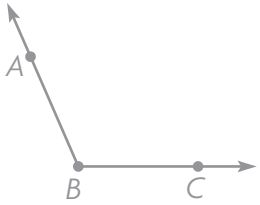
Name _____

Lines, Rays, and Angles

COMMON CORE STANDARD MACC.4.G.1.1
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Draw and label an example of the figure.

1. obtuse $\angle ABC$



Think: An obtuse angle is greater than a right angle. The middle letter, B, names the vertex of the angle.

2. $\overrightarrow{GH}$

3. acute $\angle JKL$

4. $\overline{BC}$

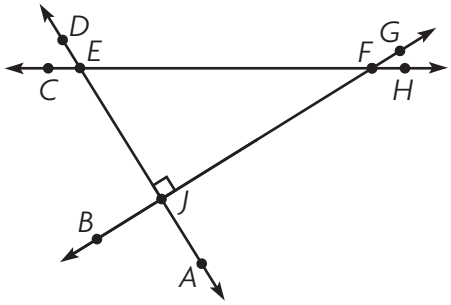
Use the figure for 5–8.

5. Name a line segment.

_____

6. Name a right angle.

_____



7. Name an obtuse angle.

_____

8. Name a ray.

_____

Problem Solving REAL WORLD

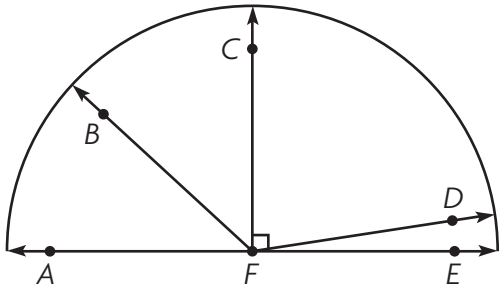
Use the figure at the right for 9–11.

9. Classify $\angle AFD$. _____

10. Classify $\angle CFE$. _____

11. Name two acute angles.

_____



PARCC TEST PREP

Lesson Check (MACC.4.G.1.1)

1. The hands of a clock show the time 12:25.

Which best describes the angle between the hands of the clock?

Ⓐ acute
Ⓑ right
Ⓒ obtuse
Ⓓ straight

2. Which of the following name two different figures?

Ⓐ $\overline{AB}$ and $\overline{BA}$
Ⓑ $\overleftrightarrow{AB}$ and $\overleftrightarrow{BA}$
Ⓒ $\overrightarrow{AB}$ and $\overrightarrow{BA}$
Ⓓ $\angle ABC$ and $\angle CBA$

Spiral Review (MACC.4.NF.2.3c, MACC.4.NF.3.6, MACC.4.NF.3.7, MACC.4.MD.1.2)

3. Jan's pencil is 8.5 cm long. Ted's pencil is longer. Which could be the length of Ted's pencil? (Lesson 9.7)

Ⓐ 0.09 cm
Ⓑ 0.8 cm
Ⓒ 8.4 cm
Ⓓ 9.0 cm

4. Kayla buys a shirt for \$8.19. She pays with a \$10 bill. How much change should she receive? (Lesson 9.5)

Ⓐ \$1.81
Ⓑ \$1.89
Ⓒ \$2.19
Ⓓ \$2.81

5. Sasha donated $\frac{9}{100}$ of her class's entire can collection for the food drive. Which decimal is equivalent to $\frac{9}{100}$? (Lesson 9.2)

Ⓐ 9
Ⓑ 0.99
Ⓒ 0.9
Ⓓ 0.09

6. Jose jumped $8\frac{1}{3}$ feet. This was $2\frac{2}{3}$ feet farther than Lila jumped. How far did Lila jump? (Lesson 7.8)

Ⓐ $5\frac{1}{3}$ feet
Ⓑ $5\frac{2}{3}$ feet
Ⓒ $6\frac{1}{3}$ feet
Ⓓ 11 feet

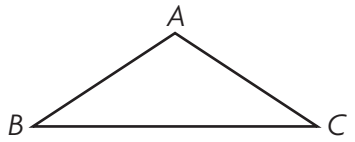
Name _____

Classify Triangles

Essential Question How can you classify triangles by the size of their angles?

UNLOCK the Problem

A triangle is a polygon with three sides and three angles. You can name a triangle by the vertices of its angles.

Triangle	Possible Names	
	$\triangle ABC$	$\triangle ACB$
	$\triangle BCA$	$\triangle BAC$
	$\triangle CAB$	$\triangle CBA$

Read Math

When you see "$\triangle ABC$," say "triangle *ABC*."

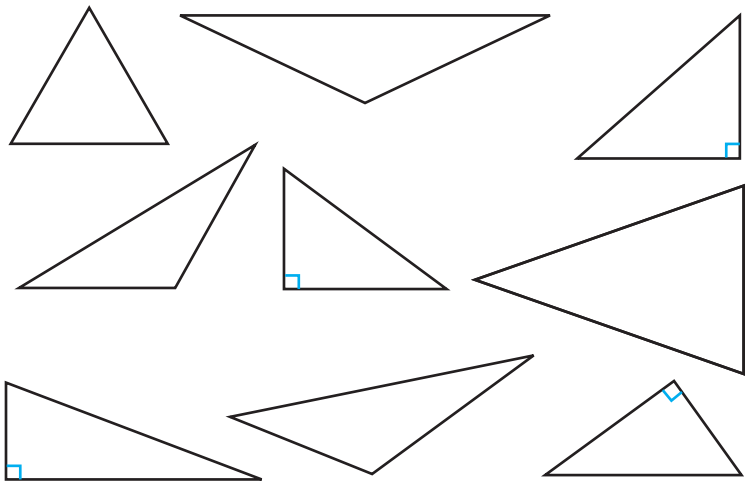
An angle of a triangle can be right, acute, or obtuse.

Activity 1 Identify right, acute, and obtuse angles in triangles.

Materials ■ color pencils

Use the Triangle Color Guide to color the triangles below.

Triangle Color Guide	
RED	one right angle
BLUE	one obtuse angle
ORANGE	three acute angles



MATHEMATICAL PRACTICES

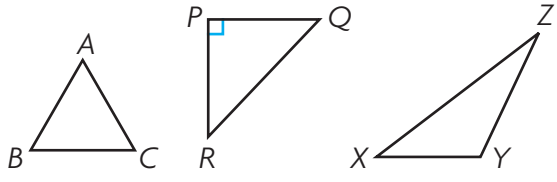
Math Talk Can a triangle have more than one obtuse angle? **Explain.**

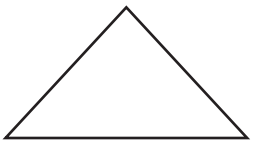
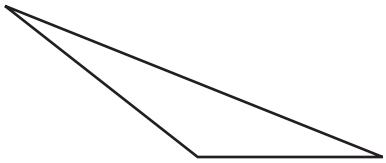
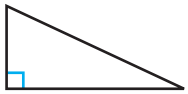
Try This!

a. Name the triangle with one right angle. _____

b. Name the triangle with one obtuse angle. _____

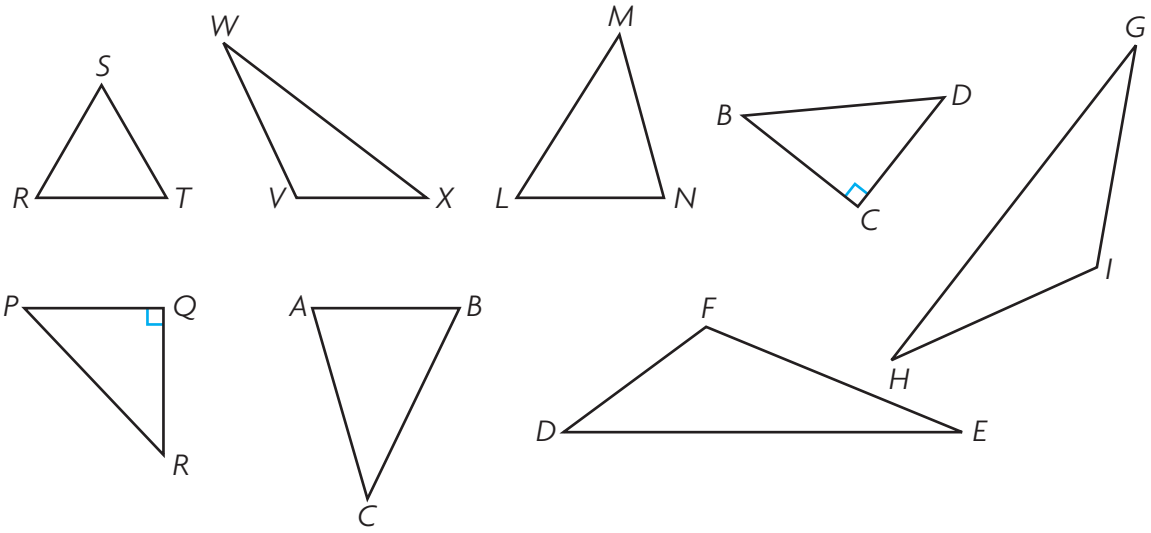
c. Name the triangle with three acute angles. _____

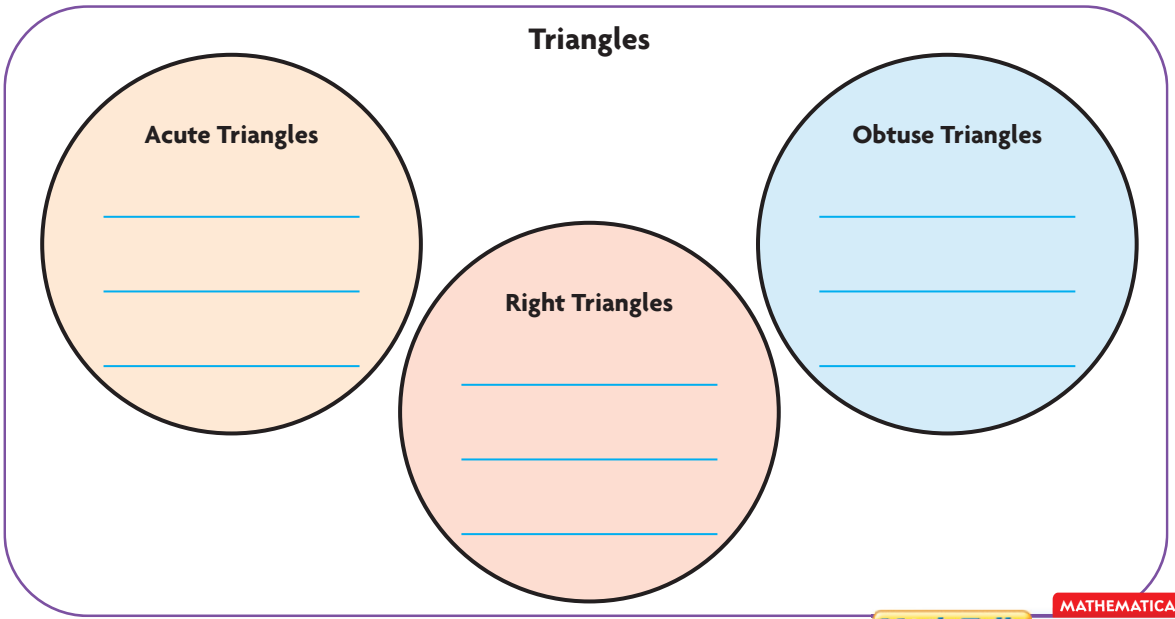


An **acute triangle** is a triangle with three acute angles.	An **obtuse triangle** is a triangle with one obtuse angle.	A **right triangle** is a triangle with one right angle.
		
Acute Triangle	**Obtuse Triangle**	**Right Triangle**

Activity 2 Use a Venn diagram to classify triangles.

Write the names of the triangles in the Venn diagram.





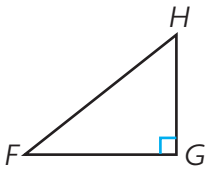
MATHEMATICAL PRACTICES

Math Talk **Explain** why the three circles in this Venn diagram do not overlap.

Name _____

Share and Show

1. Name the triangle. Tell whether each angle is *acute*, *right*, or *obtuse*.



A name for the triangle is _____.

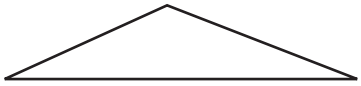
$\angle F$ is _____.

$\angle G$ is _____.

$\angle H$ is _____.

Classify each triangle. Write *acute, right,* or *obtuse*.

2.



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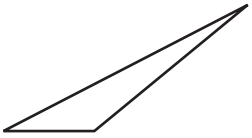
3.



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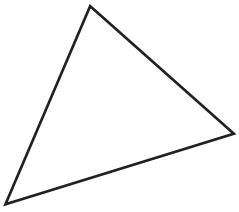
4.



_____

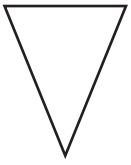
On Your Own

Classify each triangle. Write *acute, right,* or *obtuse*.

5.

_____

6.



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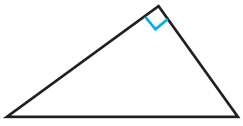
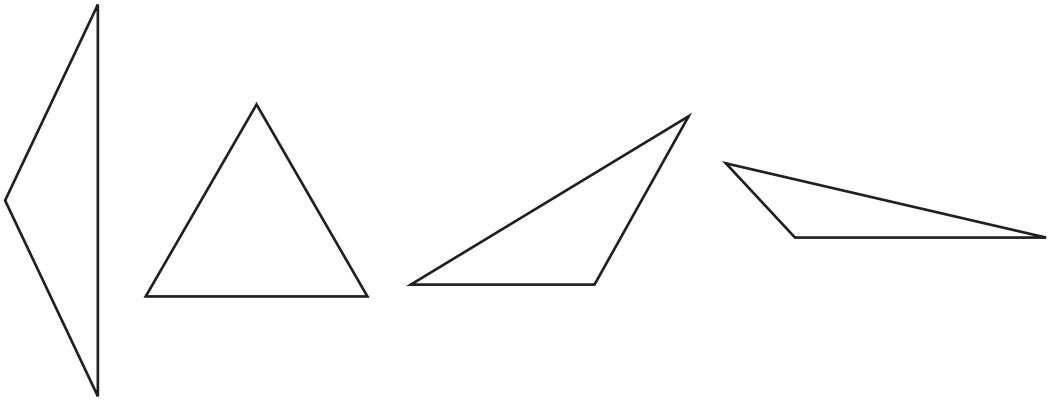
7.



_____

8. H.O.T. Cross out the figure that does not belong. **Explain.**



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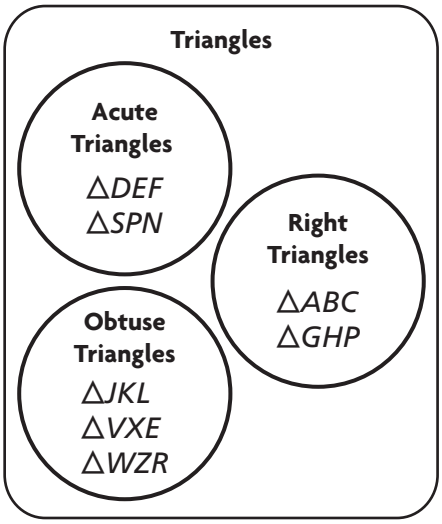
Problem Solving REAL WORLD

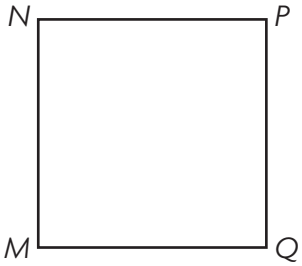
Use the Venn diagram for 9–10.



9. Which triangles do NOT have an obtuse angle? **Explain.**

10. H.O.T. How many triangles have *at least* two acute angles? **Explain.**

11. Use square *MNPQ* shown at the right. Draw a line segment from point *M* to point *P*. Name and classify the triangles formed by the line segment.



12. Write Math **Describe** how Figures A and B, shown at the right, are alike and how they are different. Identify the figures in as many ways as possible.

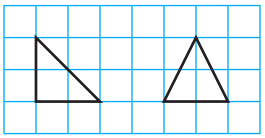


Figure A Figure B

13. Test Prep How many acute angles are in an obtuse triangle?

Ⓐ 0 Ⓑ 1 Ⓒ 2 Ⓓ 3

FOR MORE PRACTICE:
Standards Practice Book, pp. 191–192

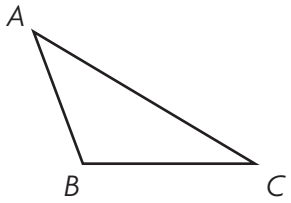
Name _____

Classify Triangles

COMMON CORE STANDARD MACC.4.G.1.2
Draw and identify lines and angles and classify shapes by properties of their lines and angles.

Classify each triangle. Write *acute*, *right*, or *obtuse*.

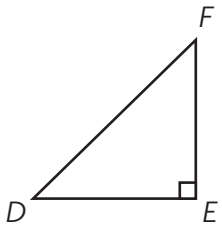
1.



Think: Angles *A* and *C* are both acute.
Angle *B* is obtuse.

obtuse

2.



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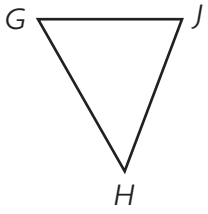
3.



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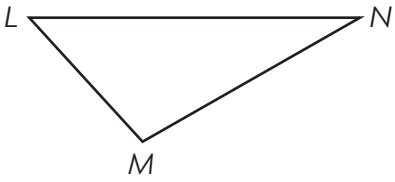
4.



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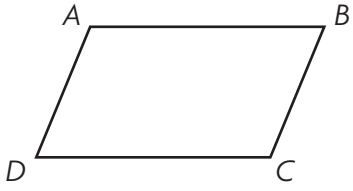
Problem Solving REAL WORLD

5. Use figure *ABCD* below. Draw a line segment from point *B* to point *D*. Name and classify the triangles formed.



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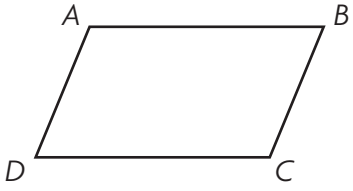
_____

_____

6. Use figure *ABCD* below. Draw a line segment from point *A* to point *C*. Name and classify the triangles formed.



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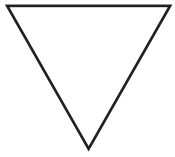
_____

_____

PARCC TEST PREP

Lesson Check (MACC.4.G.1.2)

1. Stephen drew this triangle. How many obtuse angles does the triangle have?



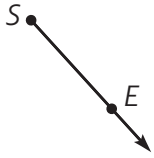
Ⓐ 0
Ⓒ 2
Ⓑ 1
Ⓓ 3

2. Joan was asked to draw a right triangle. How many right angles are in a right triangle?

Ⓐ 0
Ⓑ 1
Ⓒ 2
Ⓓ 3

Spiral Review (MACC.4.OA.2.4, MACC.4.NBT.2.5, MACC.4.NF.3.5, MACC.4.G.1.1)

3. Oliver drew the figure below to show light traveling from the sun to Earth. Name the figure he drew. **(Lesson 10.1)**



Ⓐ segment *SE*
Ⓒ line *SE*
Ⓑ ray *SE*
Ⓓ ray *ES*

4. Armon added $\frac{1}{10}$ and $\frac{8}{100}$. Which is the correct sum? **(Lesson 9.6)**

Ⓐ $\frac{18}{10}$
Ⓑ $\frac{9}{10}$
Ⓒ $\frac{9}{100}$
Ⓓ $\frac{18}{100}$

5. Sam counted out loud by 6s. Jorge counted out loud by 8s. What are the first three numbers both students said? **(Lesson 5.4)**

Ⓐ 8, 16, 24
Ⓑ 14, 28, 42
Ⓒ 24, 48, 72
Ⓓ 48, 96, 144

6. A basketball team averaged 105 points per game. How many points did the team score in 6 games? **(Lesson 2.10)**

Ⓐ 605 points
Ⓑ 630 points
Ⓒ 900 points
Ⓓ 6,030 points

Name _____

Line Art

Use geometric figures to draw each of the following.

1. A flower using 1 line segment and 8 rays.

2. A sidewalk using 2 lines and 6 line segments.

3. Use geometric figures to draw your own design. Choose from points, lines, rays, segments, and angles.

4. Write Math Describe your design in Problem 3. Include the names of the figures you chose.

_____

_____

_____

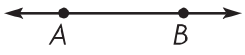
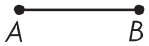
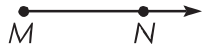
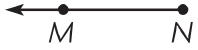
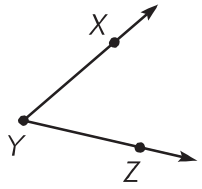
_____

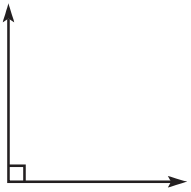
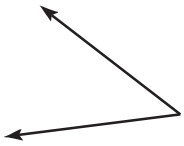
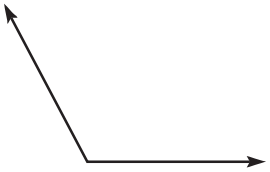
_____

_____

_____

Lines, Rays, and Angles

Name	What it looks like	Think
point *D*	D •	A **point** names a location in space.
line *AB*; $\overleftrightarrow{AB}$ line *BA*; $\overleftrightarrow{BA}$		A **line** extends without end in opposite directions.
line segment *AB*; $\overline{AB}$ line segment *BA*; $\overline{BA}$		"Segment" means part. A **line segment** is part of a line. It is named by its two endpoints.
ray *MN*; $\overrightarrow{MN}$ ray *NM*; $\overrightarrow{NM}$	 	A **ray** has one endpoint and extends without end in one direction. A ray is named using two points. The endpoint is always named first.
angle *XYZ*; ∠*XYZ* angle *ZYX*; ∠*ZYX* angle *Y*; ∠*Y*		Two rays or line segments that share an endpoint form an angle. The shared point is the vertex of the angle.

A **right angle** forms a square corner.	An **acute angle** opens less than a right angle.	An **obtuse angle** opens more than a right angle and less than a straight angle.	A **straight angle** forms a line.
			

Draw and label an example of the figure.

1. $\overline{PQ}$

2. $\overrightarrow{KJ}$

3. obtuse ∠*FGH*

Name _____

Triangle Living

In the space below, draw a living room design using only acute, right, and obtuse triangles. Then color the acute triangles one color, the right triangles a second color, and the obtuse triangles a third color.

Stretch Your Thinking How could you use the triangles to create rectangles and squares?

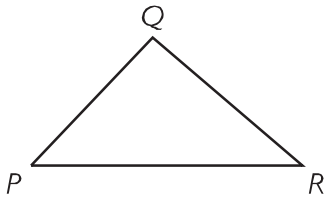
Name _____

Classify Triangles

A **triangle** is a polygon with 3 sides and 3 angles.
Each pair of sides joins at a vertex.

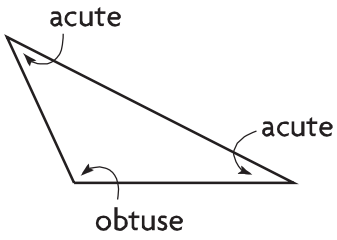
You can name a triangle by its vertices.

ΔPQR ΔQRP ΔRPQ
ΔPRQ ΔQPR ΔRQP

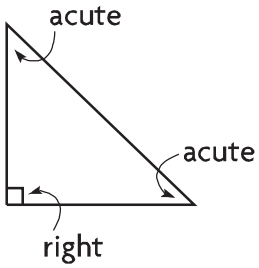


There are 3 types of triangles. All triangles have at least 2 acute angles.

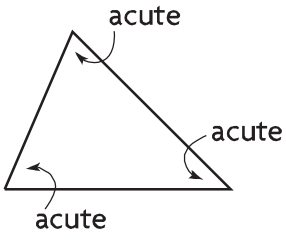
Obtuse triangle
one obtuse angle



Right triangle
one right angle



Acute triangle
three acute angles

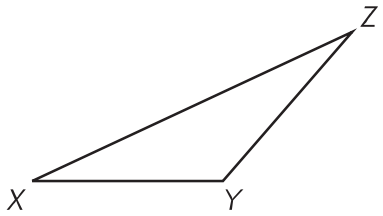


1. Name the triangle. Tell whether each angle is *acute*, *right*, or *obtuse*. A name for the triangle is _____.

$\angle X$ is _____.

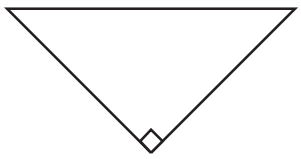
$\angle Y$ is _____.

$\angle Z$ is _____.



Classify each triangle. Write *acute*, *right*, or *obtuse*.

2.



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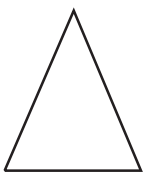
3.



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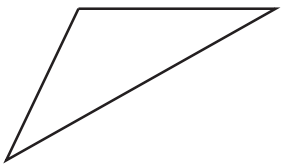
4.



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Fourth Grade
Science Academic Packet

Student

School_____

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6-April 10, 2020

Orange County Public Schools

Fourth Grade Recommended Pacing

Day	Skill	Page
Monday	**Big Idea 16: Heredity and Reproduction** **Plant Structures and Functions** **Study Island: Topic 5a. Plant Reproduction**	3-4
Tuesday	**Big Idea 16: Heredity and Reproduction** **Plant Structures and Functions** **Study Island: Topic 5a. Plant Reproduction**	5
Wednesday	**Big Idea 16: Heredity and Reproduction** **Flowering Plant Life Cycle** **Study Island: Topic 5a. Plant Reproduction**	6-9
Thursday	**Big Idea 16: Heredity and Reproduction** **Non-Flowering Plants** **Study Island: Topic 5a. Plant Reproduction**	11
Friday	**Big Idea 16: Heredity and Reproduction** **Animal (Vertebrate) Life Cycle** **Study Island: Topic 5c. Life Cycles**	12-16

*If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!

Monday Day 1

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Which of these is the best way to identify a mineral?

A. measure the mass of the mineral with a pan balance

B. brush the mineral across a streak tile to check its streak color

C. use a graduated cylinder to find the volume of the mineral

D. run water over the mineral to observe any sediments being carried away

Probe:

Use your prior knowledge to answer the question for this scenario.

Three friends are looking at a blackberry plant covered with flowers. They wonder what will happen to the blackberry plant when the flowers are gone.

Carla: I think the plant will die after the flowers fall off.

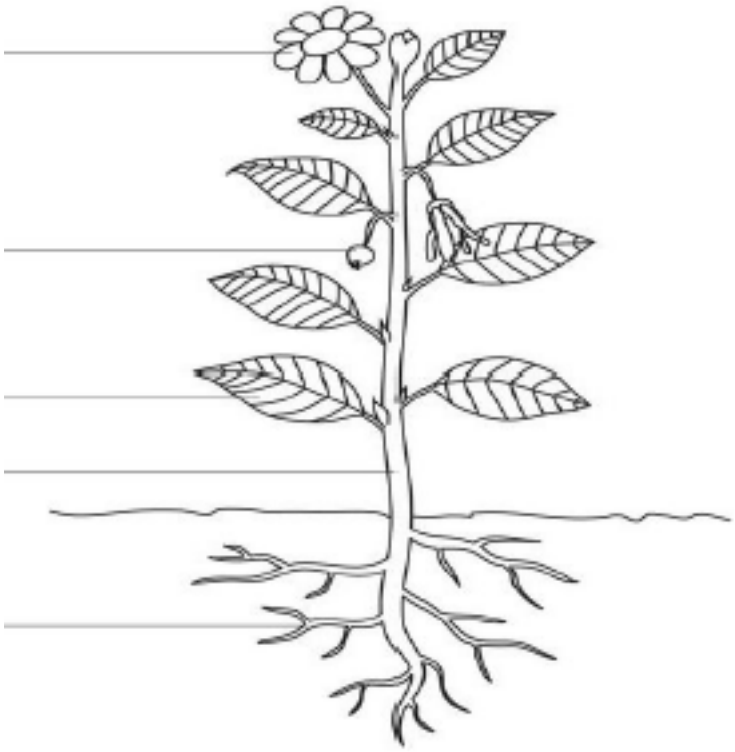
Greg: I think the blackberry fruit will start growing where the flowers are now.

Sam: I think new flowers will sprout quickly to replace those flowers.

Who do you agree with the most? Explain why you agree.

Plant Structures and Functions **Activity:**

Label the structures of the flowering plant below, and give a brief description of the functions of those structures.



Exit Slip: Draw a line from the flowering plant structure to a function of the structure

Flower	**absorbs water and nutrients from the soil**
Fruit	**the center of reproduction for a flowering plant**
Stem	**where the plant makes food**
Leaf	**contains the seed of a flowering plant**
Root	**is the transportation system of a plant**

Tuesday Day 2

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Cassandra is rubbing a rock on the sidewalk. The rock gets smaller, and dust is formed. Which type of change is happening?

A. a change of state

B. physical weathering

C. a new substance being formed

D. erosion

Reading **Passage:**

Close read and annotate the following passage, and then answer the related questions.

A flowering plant has been pollinated when pollen from the stamen (male part of the flower) is moved to the pistol (female part of the flower) by animals, wind or water. The pollen moves down the pistil into the ovary. Fertilization occurs when the male pollen and female ovary combine to make an egg which turns into a seed. The ovary then develops into a fruit, which protects the seed. Seed dispersal (spreading out of seeds) occurs in different ways. Some fruits appeal to animals which eat the fruit and then spread the seeds in their droppings as they move about. Some seeds have hooks that catch on to animal fur, and fall off as the animal moves around. Some animals find acorns and then bury them in the ground near their home as a store for winter. Many times these acorns are forgotten and germinate to grow into oak trees. Some plants use the wind to blow and spread their seeds. Other plants' seeds drop into the water where they are carried to a suitable spot to germinate. Seed dispersal is important because the seeds move away from the adult flowering plant to an area where they will receive the proper amount of space, light, water and nutrients to grow and be successful. The seeds will then grow into an adult flowering plant which is able to reproduce.

Reading Passage Questions:

How is a flowering plant pollinated?

How does fertilization occur?

What is seed dispersal?

What are three ways a seed can be dispersed?

Why is seed dispersal important?

Wednesday Day 3

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Uri tests a material and determines that it is a mineral. Which of these observations supports his conclusion?

A. the material was heavy

B. the material was a solid

C. the material was made of crystals

D. the material was found underground

Hook Picture:

Use your prior knowledge to answer the question about this picture.

Explain the process which is occuring in the picture above.

Flowering Plant Life Cycle **Activity:**

Cut out the terms and pictures. Match each term to a picture. Using the matched terms and pictures create a life cycle for the flowering plant. Use arrows to show the direction. These can be placed in a circle on a table or pasted on to a large piece of paper.

Seedling

Germination

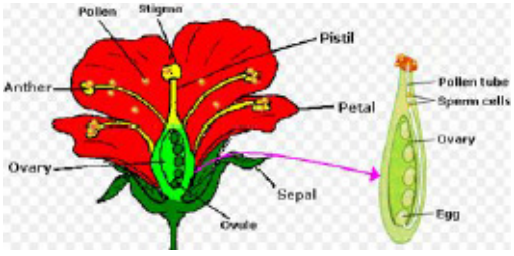
Adult Flowering Plant

Seed Dispersal

Fertilization

Pollination

Seed



Give a brief description of what is occuring in each stage of the flowering plant life cycle

Thursday Day 4

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Observe the picture and then answer the question.

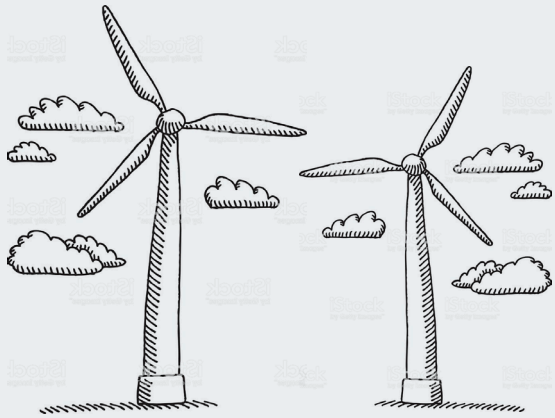
Which energy source does this device use to create electrical energy?

A. oil

B. water

C. heat

D. wind



Reading **Passage:**

Close read and annotate the following passage, and then answer the related questions.

Although most plants reproduce with flowers there are two main groups of non-flowering plants. Conifers or cone bearing plants use cones to protect their seeds to complete reproduction. The adult conifer plant produces two different cones. The smaller cone is the male that opens to release pollen, which is moved by the wind. The larger cone is the female which opens to allow the pollen from the male cone to enter and find its way to the ovary found inside. Fertilization occurs and seeds are produced. The seeds fall to the ground and are dispersed to where they are able to germinate and grow into an adult conifer plant. Sporing plants are the other group of non-flowering plants. They are unable to produce seeds, and instead make spores to reproduce. The more common types of plants which spore are mosses and ferns. Spores are tiny single celled organisms much like seeds. These plants produce huge numbers of spores on the bottom of their leaves. The spores are dispersed by the wind. This wind will disperse them to an area where they will be able to find the space, water, Sunlight and nutrients to germinate and grow into adult plants.

Reading Passage Questions:

What are two types of non-flowering plants?

Explain the two cones of a conifer

How do conifers reproduce?

How are spores dispersed?

How do sporing plants reproduce?

Compare and contrast how conifers and sporing plants reproduce using a Venn Diagram

Friday Day 5

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Some of Earth's resources are renewable, and some are nonrenewable. Which of these explains the difference between the two types of resources?

A. Renewable resources do not harm the Earth, and nonrenewable resources do.

B. Renewable resources are expensive to use, while nonrenewable resources cost less

C. Renewable resources will not run out, but nonrenewable resources will be used up in time

D. Renewable resources are found above Earth's surface, and nonrenewable resources are found underground

Hook Picture:

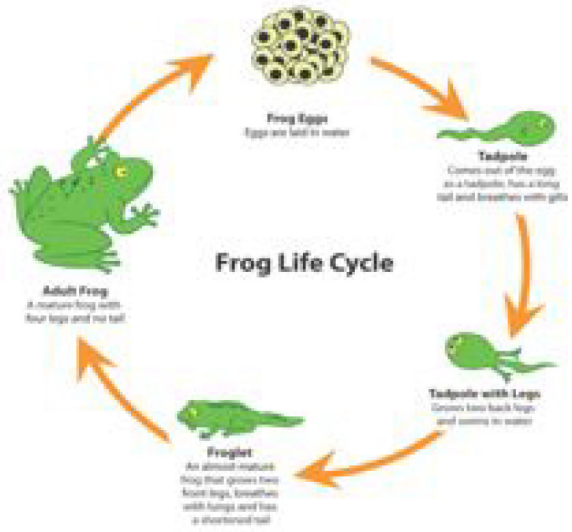
Use your prior knowledge to answer the question about this picture.

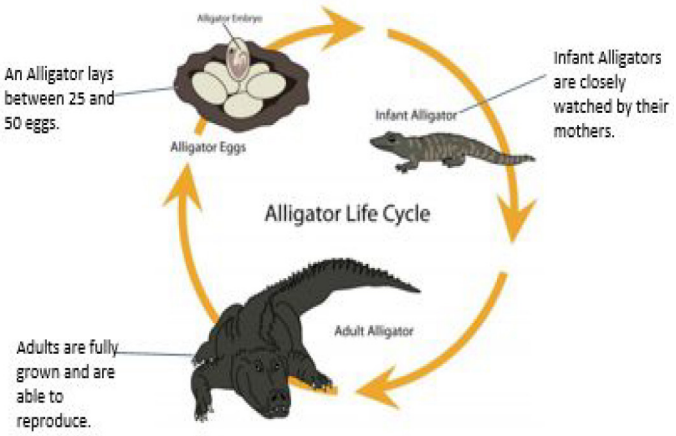
How are these two animals born?

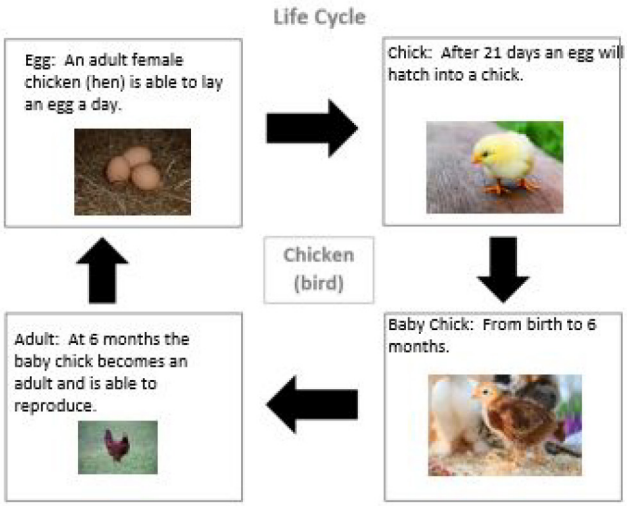
What do these two animals look like when they are young?

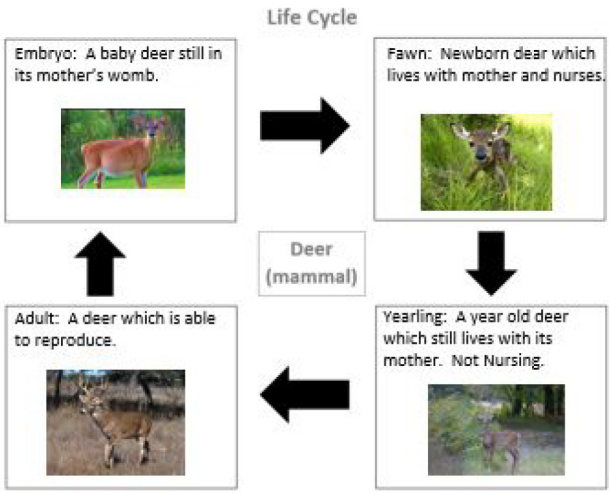
Animal (Vertebrate) Life Cycle **Activity:**

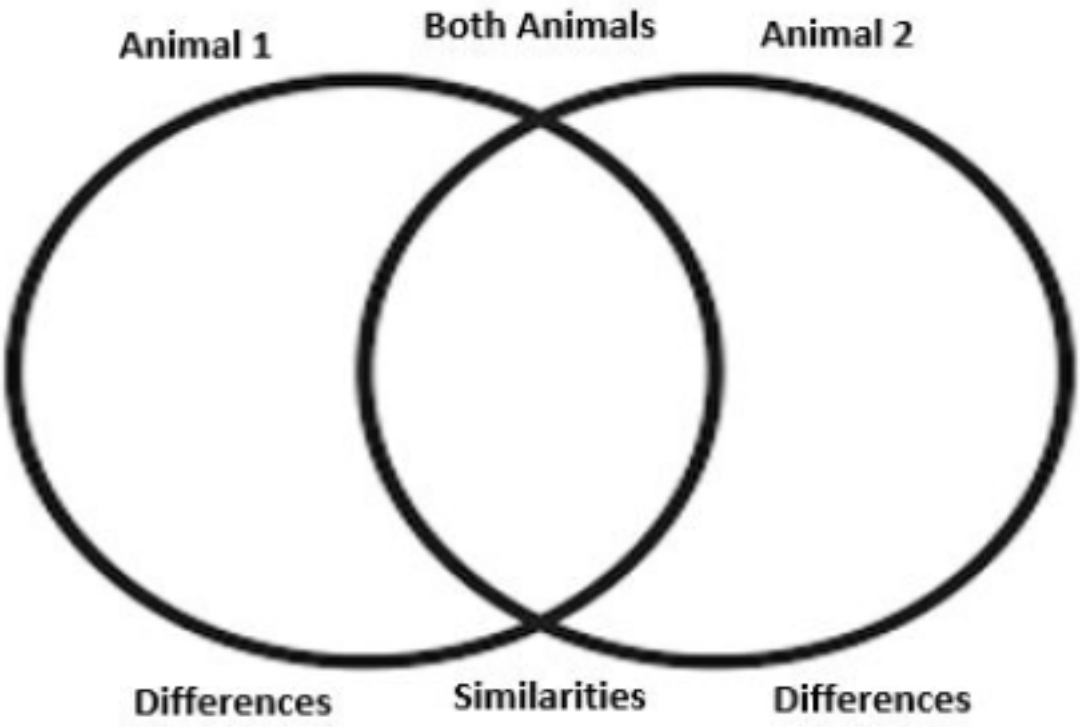
Cut out the life cycle pictures of the four animals and the three provided Venn Diagrams. Examine each animals' life cycle and annotate important information. Using the Venn Diagrams, compare and contrast the animals' life cycles. Compare at least three of the animals' life cycles.

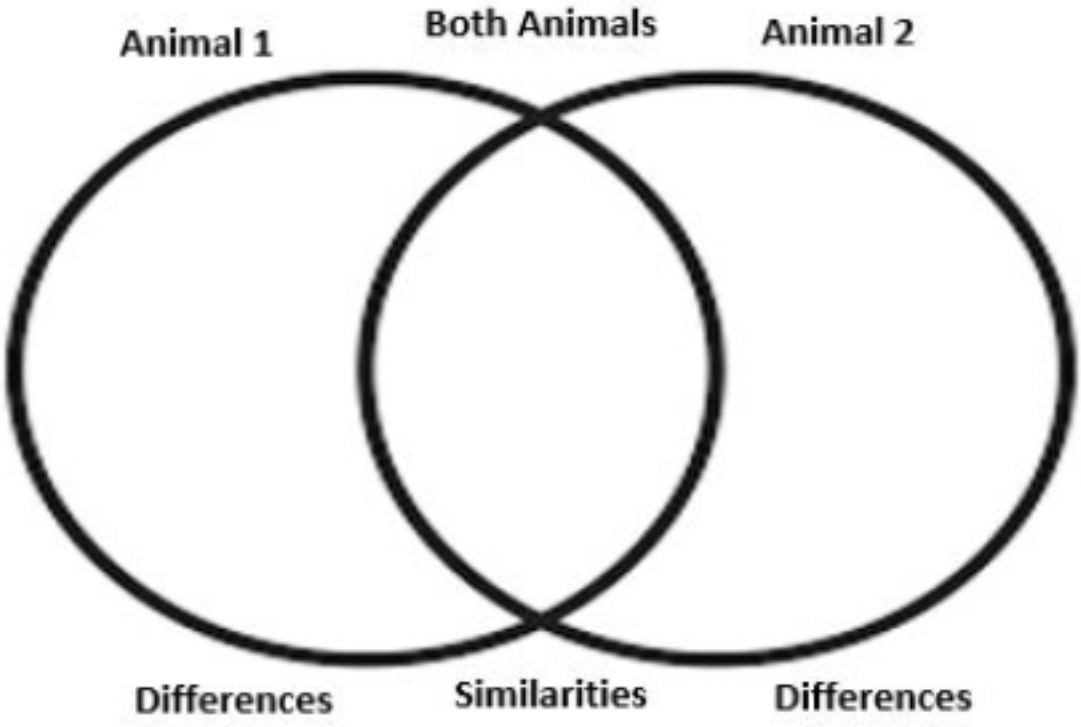









Animal 1
Both Animals
Animal 2
Differences
Similarities
Differences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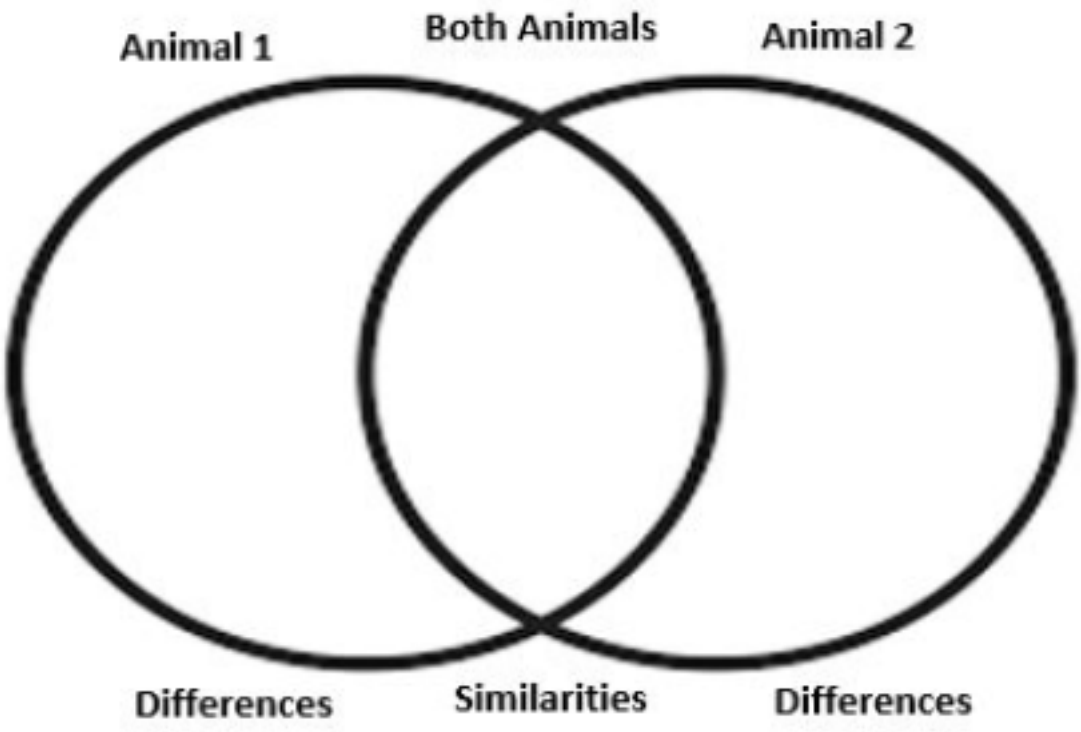
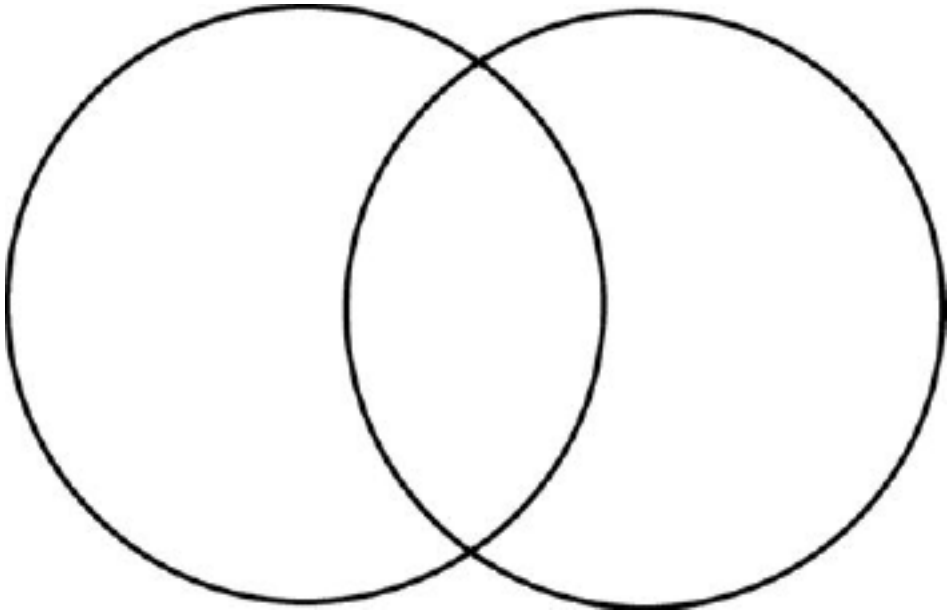


Exit Slip: Compare and contrast deer and alligator life cycles in this Venn Diagram.



Fourth Grade
English Language Learners
Academic Packet

Student

School_____

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6-April 10, 2020

Orange County Public Schools

Name: _____

Don't Eat Me!

Lesson 97

Paired with *Tarantula Defense—Advanced*

Written by Daniel Rietz
Illustrated by Jim Madsen

Lexile®: 840L, 248 words

Not all animals eat plants. Some of them eat other animals. So most animals have developed ways to protect themselves. Some animals run, some hide, and others fight.

Run

Some animals use speed to escape from an attacking animal. A gazelle (an animal that is similar to a deer) can run as fast as a car moves! By running up to 60 miles per hour, gazelles make it nearly impossible for other animals to catch and eat them.

Ostriches, very large birds, are almost as speedy. Since they cannot fly, they run—traveling 30 to 40 miles per hour for up to ten miles. That's faster than many birds can fly.

Hide

Some animals use camouflage, so other animals can't find them. Their color or their shape makes them almost invisible. A snowshoe rabbit turns white in the winter, so it can hide in the snow.

A walking stick looks just like the twigs it hides in. These animals are difficult for other animals to find and eat.

Fight

Some animals have special defense tools to keep other animals from eating them. For example, spiders and snakes, have bites or hairs that are poisonous and kill other animals.

Other animals, like lions and bears, have strong teeth and claws, which they use to attack other animals . These animals fight to stay safe or get food.

So whether they run, hide, or fight to protect themselves, most animals have developed ways to keep other animals from eating them.

Name: _____

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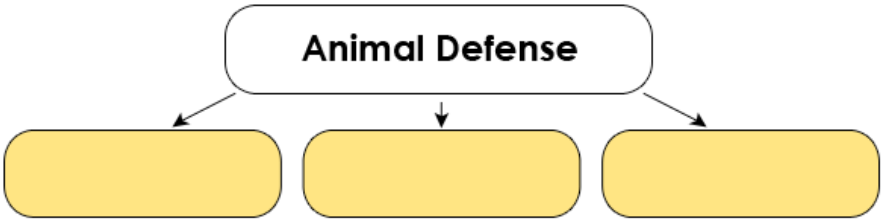
ACCURACY: # of reading errors: _____ (Indep. = 0–5, Instr. = 6–12, Frust. = 13+)
SPEED: To calculate: 14880 ÷ _____ (Reading time in seconds) = _____WPM

Name: _____

Don't Eat Me!

Lesson 97
Paired with *Tarantula Defense—Advanced*

Discover Story Vocabulary	develop, protect
Glossary Words	developed, escape, camouflage, attack
Suffix	ous (humorous)

Question Type	Question
Vocabulary	Read this sentence from the article: "So most animals have <u>developed</u> ways to protect themselves." What does "developed" mean? a. grew smaller b. stayed safe c. became better
Main Idea	According to the article, what words belong in the empty boxes below?  a. hide, fight, run b. hide, fly, eat c. escape, fight, swim
Inferential	An animal that can change the color of its skin is probably going to keep safe by _____. a. biting b. hiding c. running

Name: _____

Don't Eat Me!

Lesson 97
Paired with *Tarantula Defense—Advanced*

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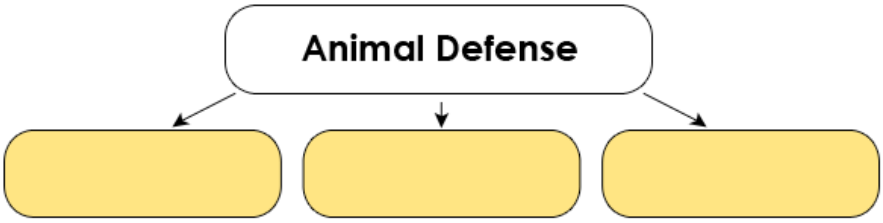
Main Idea	According to the article, what words belong in the empty boxes below?  a. **hide, fight, run** b. hide, fly, eat c. escape, fight, swim
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Name: _____

Response Journal

Think about the article ***Don't Eat Me!***

Write about your favorite animal. Describe the animal. Why do you like it? How does this animal defend itself? Explain how your animal's defense is the same or different from those in the article.

OR

Explain in detail three ways animals defend themselves. Include details and examples.

_____

_____

_____

_____

_____

_____

_____

_____

WORDS YOU MIGHT USE

attack	speed	protect
dangerous	camouflage	similar
defense tools	for example	unlike