WPES Fourth Grade

Student Name: _____

Parent Signature: _____

Date	Assignments to complete daily (check off as assignments are completed) ***ELA**: If you have internet access, students can complete lessons on Reading Horizons (online through Classlink) and IXL Language Arts Practice (online through Classlink). *Students should not exceed 20 minutes a day on these sites. Brainpop and Flocabulary (online through Classlink) are great resources to use if students are not understanding the concept. Please use these sites for additional practice and help. ***Sci:** If you have internet access, you can complete additional (optional) assignments in Google Classroom via Classlink on the school's homepage. ***Math:** If you have internet access, students can access DreamBox or IXL through ClassLink or via the school homepage. 20 minutes per day is plenty of practice!
4/17/20	___ELA Focus: **Writing an Informational Essay**. This week focuses on writing an essay on the following prompt: Write an informational essay that explains how certain creations have happened and the results of these creations. Day 1: Read the articles "World War II Accident" and "Little Sticky Squares" and underline or highlight evidence that could be used in your essay about how accidental creations might happen and what the results might be. __Math: Equivalent Fractions "Level 1" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Introduction to Ecosystems Article and Questions ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: DreamBox-lessons with calendar ___Sci: Introduction to Ecosystems Article and Questions with video https://www.brainpop.com/science/ecologyandbehavior/ecosystems/ and/or extension activities found in Google Classroom
4/20/20	___ELA:Today you'll begin writing your essay. Day 2: 1. Review the articles you highlighted from Day 1. 2. Then, use the Building an Essay Sheet to plan for writing. As you plan, consider writing two body paragraphs: one about how the creations happened and another about the results of the creations. 3. Next, draft an introduction for the essay. Include an attention grabber and a big idea statement to tell the reader exactly what you'll be writing about.

	___Math: Equivalent Fractions "Level 2" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Producers, Consumers, and Decomposers Article and Writing Prompt (will take 2 days) ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: IXL-specific skills are listed in Google Classroom ___Sci: Producers, Consumers, and Decomposers Article and Writing Prompt with video https://www.flocabulary.com/unit/ecosystems/video/ and/or extension activities found in Google Classroom
4/21/20	___ELA:Time to draft a body paragraph for your essay. Day 3: Use the Building an Essay Sheet and the Creations Articles to organize Body Paragraph 1 about how the creations happened. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). ___Math: Equivalent Fractions "Level 3" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Producers, Consumers, and Decomposers Article and Writing Prompt ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: DreamBox-lessons with calendar ___Sci:Producers, Consumers, and Decomposers Article and Writing Prompt with video https://www.flocabulary.com/unit/ecosystems/video/ and/or extension activities found in Google Classroom
4/22/20	___ELA:Time to draft a second body paragraph for your essay. Day 4: Use the Building an Essay Sheet to organize Body Paragraph 2 about the results of the creations. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). ___Math: Comparing Fractions "Level 1" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Earth Day Activity Choice Board with Alternative Instructions ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: IXL-specific skills are listed in Google Classroom ___Sci: Extension activities found in Google Classroom

4/23/20	___ELA:Now it's time to wrap up your essay. Day 5: 1. Use the Building an Essay Sheet to draft your conclusion (ending). Ask yourself: How can I wrap up and end the essay? 2. After finishing the conclusion, go back and read through the essay, looking for these things: - Capital letters at the beginning and punctuation at the end of each sentence - Enough evidence and explanation in each body paragraph - Words that might be spelled incorrectly ___Math: Comparing Fractions "Level 2" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Introductions to Ecosystems Review Worksheet ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: DreamBox-lessons with calendar ___Sci: Extension activities found on Google Classroom
4/24/20	___ELA:: **Writing an Opinion Essay** This week focuses on writing an essay on the following prompt: Write an opinion essay about whether or not you think schools should offer bilingual education and why Day 1: Read the articles "Being Bilingual Makes You Smarter" and "Importance of Being Bilingual." Underline or highlight evidence that could be used in your essay about whether or not you think schools should offer bilingual education. ___Math: Comparing Fractions "Level 3" page, then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Food Chains Article and Questions ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: IXL-specific skills are listed in Google Classroom ___Sci: Food Chains Article and Questions with video https://www.brainpop.com/science/ecologyandbehavior/foodchains/ and/or extension activities found on Google Classroom
4/27/20	___ELA:Time to organize and plan your essay. Day 2: 1. Review the articles you highlighted from Day 1. 2. Then, use the Building an Essay Sheet to plan for writing. As you plan, think about which side you will take and what text details you will use to support your opinion. 3. Next, draft an introduction for the essay. Include an attention grabber and a big idea statement to tell the reader exactly what you'll be writing about.

	___Math: Finish/check over all pages covered so far, then • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards ___Sci: Position in the Food Chain Article and Writing Prompt (will take 2 days) ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: DreamBox-lessons with calendar ___Sci: Position in the Food Chain Article and Writing Prompt with video https://www.brainpop.com/science/ecologyandbehavior/foodchains/ and/or extension actiivities found in Google Classroom
4/28/10	_____ELA:Time to draft a body paragraph for your essay. Day 3: Use the Building an Essay Sheet and the Bilingual Education Articles to organize Body Paragraph 1. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article _____Math: Review page 1 (Numbered 1-15), then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards _____Sci: Position in the Food Chain Article and Writing Prompt ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: IXL-specific skills are listed in Google Classroom ___Sci: Flocabulary Food Chains video and activities https://www.flocabulary.com/unit/food-chains/video/ and/or extension activities in Google Classroom
4/29/20	_____ELA:Time to draft a second body (and third, if wanted) paragraph for your essay. Day 4: Use the Building an Essay Sheet to organize Body Paragraph 2. Make sure to have at least six sentences – or more! Use evidence from the texts and make sure to explain and tell where the evidence is from (which article). _____Math: Review page 2 (Numbered 1-15), then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards _____Sci: BrainPOP Food Chain Worksheet ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: DreamBox-lessons with calendar ___Sci: Extension Activities found in Google Classroom

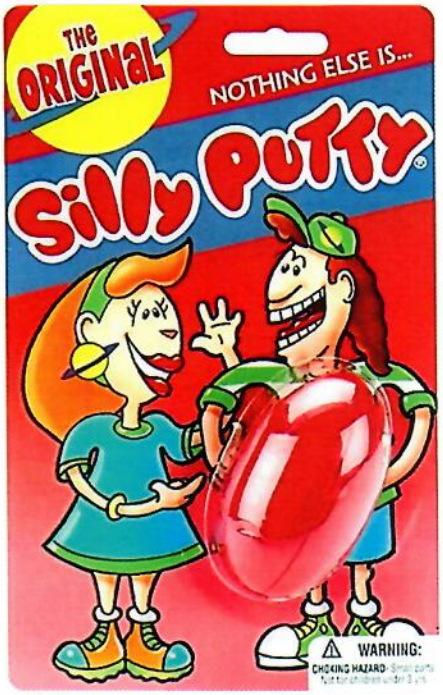
4/30/20	_____ELA:Now it's time to wrap up your essay. Day 5: 1. Use the Building an Essay Sheet to draft your conclusion. Ask yourself: How can I wrap up and end the essay? 2. After finishing the conclusion, go back and read through the essay, looking for these things: - Capital letters at the beginning of each sentence - Punctuation at the end of each sentence - Enough evidence and explanation in each body paragraph - Words that might be spelled incorrectly _____Math: Review page 3 (Numbered 16-21), then: • Briscoe & Smith Homerooms: Choose 2 activities from fraction choice boards • Powers/Taylor/Norris/Copelan Homerooms: Practice Vocabulary using matching cards _____Sci: Food Chain and Food Web Vocabulary Crossword Puzzle ***Additional optional assignments in Google Classroom:*** ___ELA: 20 minutes on Reading Horizons Elevate ___Math: IXL-specific skills are listed in Google Classroom ___Sci: Extension activities found in Google Classroom

4/17 to 4/23

PASSAGE 1: World War II Accident

By Luke McGregor

Silly Putty is a rubber putty that has been popular for decades. However, if it were not for a lab accident, it would never have existed.

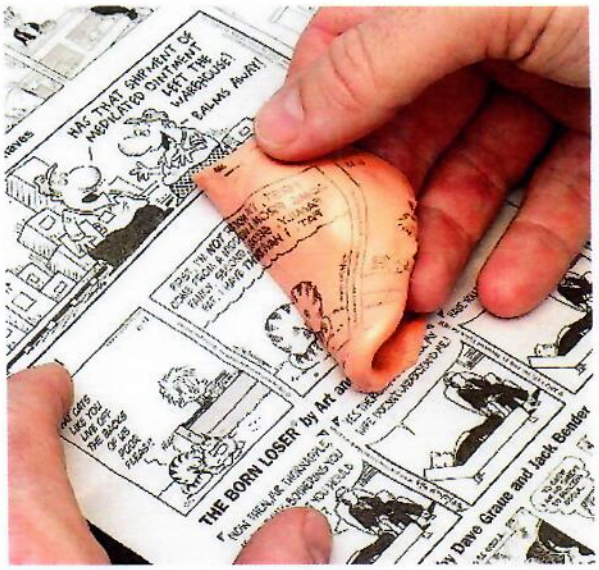


Silly Putty was created by accident in 1943.

James Wright is credited with the creation of Silly Putty. He was working with plastic during World War II. He was an engineer working for the government. James was trying to create rubber, because it was so important for the war. Rubber was used in the war for tires and boots. The tires were used for military vehicles. The boots were needed for the soldiers. Wright was trying to make a cheaper form of rubber so that the government could save money.

An Unexpected Mess

When Wright was trying to create cheaper rubber, he ended up with something else. He combined acid and oil. The combination made a gooey mess. This accident created a soft, moldable plastic. It stretched. It was moldable. It also picked up print. Once this rubber was stretched out, it could be pressed on a newspaper. This rubber would reflect whatever the paper printed.



The putty that Wright created could peel off the print from a newspaper.

From a Mess to a Toy

A businessman named Peter Hodgson got an idea. At first, this rubber putty was used for some everyday tasks. It was used for molding or sealing. Hodgson thought it would make a great toy. He bought a bunch of this accidental rubber. He then placed it in plastic eggs and called it "Silly Putty."

Even today, Silly Putty is still sold. Kids make a ball out of it to bounce it. They plaster it on surfaces with print that will come off. They also shape anything they want out of it. It doesn't even get mold on it! It's also safe for skin. If it were not for this accident, the awesomeness of Silly Putty would not be around to make so many people happy.

Other products sometimes happen unexpectedly, too. Products like Teflon, Post-it Notes, and even chocolate chip cookies are all examples of things that were created accidentally.

4/17 to 4/23

Write Score

PASSAGE 2: Little Sticky Squares

By Clive Wickham

People use Post-it Notes every day. Those little square notes stick everywhere. They sit it textbooks. They are plastered on walls. They hold messages from friends. Post-it Notes are one of the most popular office items. However, they were once the unexpected result of a lab creation.

In a lab in 1968, Spencer Silver set out to make a strong adhesive. An adhesive is something that sticks things together. Silver was working on a project for his company. They wanted him to make a stronger adhesive. Silver, a chemist, worked to create this new adhesive.

Opposite Results

Eventually, Silver did create an adhesive. However, he got the exact opposite result he was hoping for. Rather than create a strong adhesive, Silver created a much weaker one. As referenced on the post-it.com website, Silver stated, "At that time, we wanted to develop bigger, stronger, tougher adhesives." He then said, "This was none of those." Instead, he created a different adhesive. It stuck to objects, but it lifted off easily. It did not tear paper when it came off. It never damaged or left marks on other objects.

Post-it Notes were the result of an accidental lab experiment to find a stronger adhesive.

Silver tried for a few years to make something with this new adhesive. He thought about putting it on surfaces like bulletin boards. His ideas never caught on, but he kept trying. Eventually, one of his co-workers came up with an idea. Art Fry, another chemist that worked for the company, had an idea. He took some of the adhesive and put it on a scrap of paper. He then used it as a bookmark. After that, Silver and Fry worked together. They finally came up with Post-it Notes!

Then to Now

In 1980, 3M started selling Post-it Notes. Today, they are still popular. According to 3M, "Post-it Notes are sold in more than 100 countries." Silver's creation was an accident. Yet, it found a purpose.

The same is true of other products made by mistake—like Teflon and Silly Putty. Today, you can find Teflon being used around the world for everything from tape to tongs. It's been a long time since its creation in 1938, but that hasn't stopped it. You can find Silly Putty almost everywhere there are children and toy stores. That hasn't changed much since Silly Putty became popular in the 1950s.

NAME 4-17 to 4-23

STEPS for BUILDING an AWESOME ESSAY

		Can I do it?	*Did* I do it?
BEGINNING: INTRODUCTION	**Start with a Plan – make sure to include a beginning, middle, and end.** (Read the prompt and articles, then make your plan. This is an important step!)		
	Hook – start with a strategy that makes your essay interesting. (Ideas: Use a strategy like setting the scene, asking an interesting question, using an interesting fact, or starting with "Imagine if...")		
	Main Idea Sentence – include a sentence that tells the reader what you're going to write about. (A strong main idea sentence comes from a solid plan. Your main idea sentence should state the topic and tell the reader "so what." With opinion essays, make sure to include your opinion!)		
MIDDLE: BODY PARAGRAPHS	**Transitions – guide your reader with transitional phrases and sentences.** (Make sure to use transitions throughout your essay as you move from idea to idea.)		
	Topic Sentences – include big idea sentences at the start of each body paragraph. (Topic sentences should tell the reader what each body paragraph is about.)		
	Evidence from Articles – use strong evidence. Include where the information comes from. (Find the best evidence in the articles to support your ideas.)		
	Explanation & Elaboration – take time to explain your evidence. (Explain your evidence. Say more about each point you're making. Stretch it out so that you say more than you think you need to. Remember – the reader might not know about your topic, so explain it fully!)		
	Strong Vocabulary – use exact words that relate to the topic. (Use language from the articles and try **not** to use the same words over and over.)		
ENDING: CONCLUSION	**Wrap Up – your ending is important.** (The conclusion is your last chance to impact the reader. This is where you want to include your main idea statement and let the reader know why the topic is important. Don't try to add new information here.)		
	Make it Meaningful – connect the dots. (One way to provide great closure is to make connections: with your introduction, with the world, or with the reader. Find a way to make your topic connect to a bigger picture. Do not use "The end!")		

Write Score

NAME 4-17 to 4-23

PLAN YOUR ESSAY

Beginning: Introduction	Hook: Main Idea Sentence:
Body Paragraph 1	Transition: Topic Sentence: Evidence & Explanation:
Body Paragraph 2	Transition: Topic Sentence: Evidence & Explanation:
Body Paragraph 3 *if used*	Transition: Topic Sentence: Evidence & Explanation:
Ending: Conclusion	Wrap Up:

Try these Sentence Starters for Introducing Text Evidence

The author writes..., Based on the text..., In paragraph 3 it explains..., One detail that shows this is..., On page..., The graph or illustration shows..., Source Two has information about...

Try a Variety of Words that Mean "States" or "Says"

admits, agrees, comments, explains, hints at, illustrates, insists, notes, observes, points out, provides information, remarks, shows, suggests, supports

4/24 to 4/30

Write Score

PASSAGE 1:

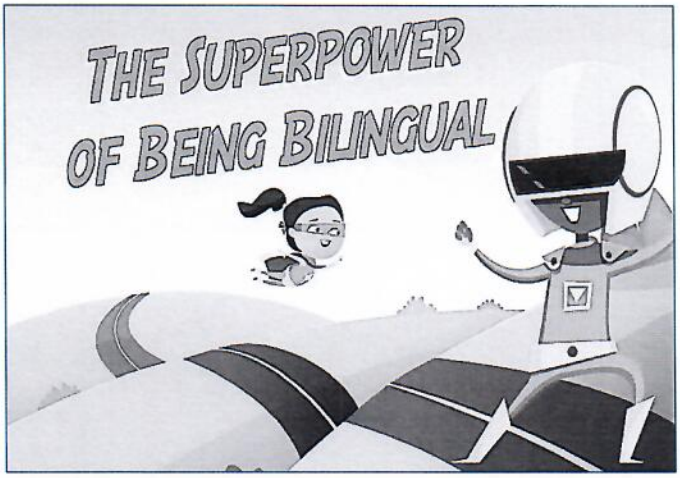
Being Bilingual Makes You Smarter

By Farah McLeod

Being able to speak two languages sounds like fun! Scientists have found that besides being fun, being bilingual (able to speak two languages) may actually make you smarter. Scientists think the brains of people who are bilingual are different.

A bilingual education consists of learning in two languages. It began in the 1960s to teach non-English-speaking students but has grown over the years. There are different types of bilingual education programs.

One of the programs is a dual language program. In these classrooms, two teachers teach each subject in both English and another language at the same time. This type of program helps children learn for many reasons. Scientists think that one way it helps is by changing the brain. Can you imagine changing someone's brain? Sounds like something from a Sci-Fi movie!



According to Kaplan International English, "Becoming bilingual is like owning a magic key that lets you explore, work and make friends in places you might otherwise never have been able to enter – especially if one of your languages is English." This magic key gives you a superpower over people who only speak one language.

A bilingual education affects the brain in many ways. Scientists have found that children can learn more languages than adults can. A child's brain tissue is wired for learning languages.

A bilingual education can strengthen children's brains. It makes it easier for them to switch between two activities. It also helps children be able to do more than one thing at a time. A bilingual education increases a child's ability to learn new things and solve mental puzzles. Scientists are not exactly sure why this happens. For some children, learning in two languages is distracting.

A bilingual education changes the shape of the brain. Learning two languages at the same time helps children learn the sounds of both languages. Learning more than one language trains the brain to respond differently. It helps some children stay focused.

A bilingual education can improve the parts of the brain that affect performance. Children who learn second and third languages have better memories. They are also more creative.

Scientists have known for a long time that learning another language is important. Now, they know that it may also make you smarter!

4/24 to 4/30

Write Score

PASSAGE 2:

Importance of Being Bilingual

By Colette Elliott

A bilingual education may seem like an easy topic. However, it is much more complicated than you think. Some people think it is a great idea. Some people think it is a waste of time and money. Below is a list of the pros and cons of a bilingual education. Read them—then, you decide!

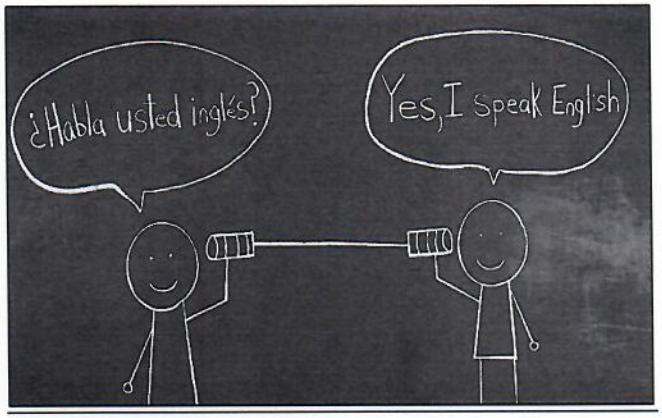
Pros:

- **One day, it will be a necessary skill.**

  Children who know more than one language will have more job opportunities. Companies want to hire people who can speak several languages.

- **Learning a second language makes it easier to learn a third.**

  Once a person is bilingual, it is easier for them to learn a third, fourth, or more. Today, it is easy to travel and communicate. Children who can speak more than one language can travel to many places and be able to communicate with the people who live there.



Children who have the chance to learn a second language will have better career opportunities. But children don't usually care much about jobs or politics. Children care about making friends and being able to communicate with children of different nationalities expands their worlds.

- **There are many other benefits.**

  A bilingual education is a great way to increase a child's memory. A bilingual education helps children feel less anxious and lonely. They are also less angry.

- **Being bilingual leads to a happier and healthier child.**

  A bilingual education makes it easier for children to relate to people from other countries. It improves social and thinking skills.

Cons:

- **A bilingual education costs a lot of money.**

  Schools must pay for two teachers in each classroom. One teacher in each classroom costs a lot less. Spending money on bilingual education takes money away from other school programs.

4/24 to 4/30

- Students who do not speak English do not learn.

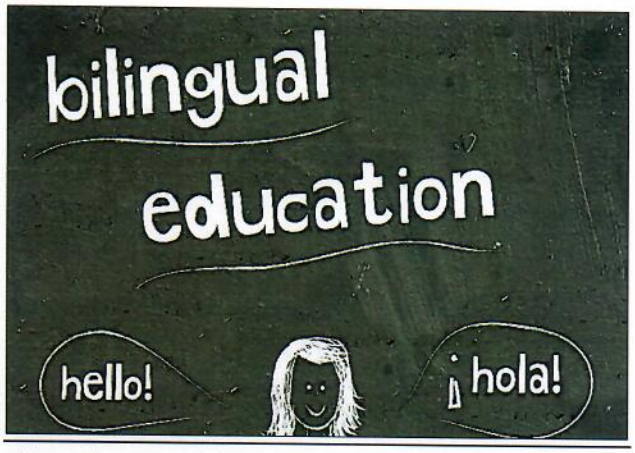
  A bilingual education does not help children learn English. It allows non-English speakers an excuse for not learning English.

- A bilingual education is very time consuming.

  Children spend too much time learning another language. There is not enough time in the school day for all subjects. Children and teachers become easily frustrated. Some children become so frustrated that they give up learning.

- Schools can lack qualified teachers.

  There are not enough qualified teachers to teach in bilingual classrooms. Few teachers can teach in two different languages. Schools have a hard enough time hiring English-speaking teachers.



Although young children pick up other languages a lot easier and quicker than teenagers or adults, a dual language program can be difficult when tougher subjects (such as technology or math) are being taught at the same time. Since the brain focuses on the language itself, the subject details can be lost.

So, what do you think? Is a bilingual education worth the time and money?

Write Score

NAME 4-24 to 4-30

STEPS for BUILDING an AWESOME ESSAY

		Can I do it?	*Did* I do it?
BEGINNING: INTRODUCTION	**Start with a Plan – make sure to include a beginning, middle, and end.** (Read the prompt and articles, then make your plan. This is an important step!)		
	Hook – start with a strategy that makes your essay interesting. (Ideas: Use a strategy like setting the scene, asking an interesting question, using an interesting fact, or starting with "Imagine if...")		
	Main Idea Sentence – include a sentence that tells the reader what you're going to write about. (A strong main idea sentence comes from a solid plan. Your main idea sentence should state the topic and tell the reader "so what." With opinion essays, make sure to include your opinion!)		
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	Topic Sentences – include big idea sentences at the start of each body paragraph. (Topic sentences should tell the reader what each body paragraph is about.)		
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	Explanation & Elaboration – take time to explain your evidence. (Explain your evidence. Say more about each point you're making. Stretch it out so that you say more than you think you need to. Remember – the reader might not know about your topic, so explain it fully!)		
	Strong Vocabulary – use exact words that relate to the topic. (Use language from the articles and try **not** to use the same words over and over.)		
ENDING: CONCLUSION	**Wrap Up – your ending is important.** (The conclusion is your last chance to impact the reader. This is where you want to include your main idea statement and let the reader know why the topic is important. Don't try to add new information here.)		
	Make it Meaningful – connect the dots. (One way to provide great closure is to make connections: with your introduction, with the world, or with the reader. Find a way to make your topic connect to a bigger picture. Do not use "The end!")		

Write Score

NAME 4-24 to 4-30

PLAN YOUR ESSAY

Beginning: Introduction	Hook: Main Idea Sentence:
Body Paragraph 1	Transition: Topic Sentence: Evidence & Explanation:
Body Paragraph 2	Transition: Topic Sentence: Evidence & Explanation:
Body Paragraph 3 *if used*	Transition: Topic Sentence: Evidence & Explanation:
Ending: Conclusion	Wrap Up:

Try these Sentence Starters for Introducing Text Evidence
The author writes..., Based on the text..., In paragraph 3 it explains..., One detail that shows this is..., On page..., The graph or illustration shows..., Source Two has information about...

Try a Variety of Words that Mean "States" or "Says"
admits, agrees, comments, explains, hints at, illustrates, insists, notes, observes, points out, provides information, remarks, shows, suggests, supports

Ecosystem Study Guide

Vocabulary

Biotic- Living things in an ecosystem

Examples: birds, fish, fungi, bacteria, animals, plants

Abiotic- non-living things in an ecosystem

Examples: rocks, soil, water, temperature, air (Not man made objects: wooden door or piece of paper)

Population- one type of living organism in one place at one time

Community- Collection of living things in an environment

Ecosystem- collection of living and nonliving things in an environment

Habitat- a place where an organism lives

Producer- makes its own food from the sun's energy called photosynthesis

Example: Plants

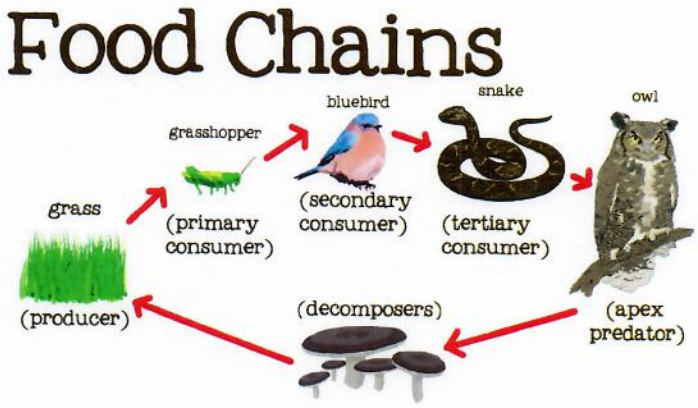
Consumer- eats producers and/or other consumers

Herbivore- eats plants Carnivore- eats animals Omnivore- eats plants and animals

Decomposer- breaks down dead organisms and returns nutrients back to the soil

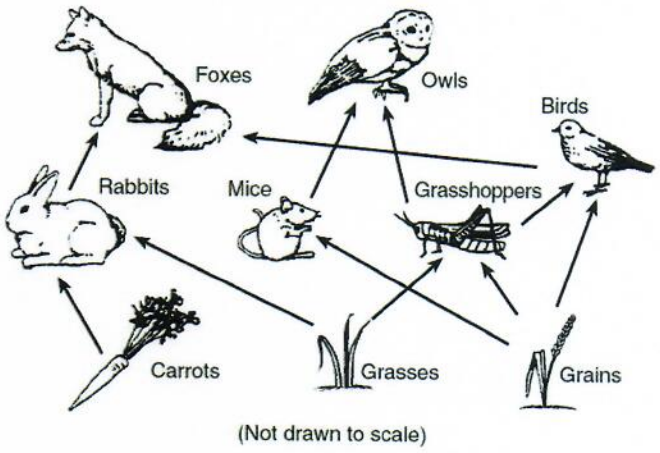
Examples: fungi, worms, bacteria

Food Chain- flow of energy from one organism to another



Food Web-

A collection of food chains in an environment



Changes in an Ecosystem:

Man Made Changes- changes made by human beings

Examples: Logging, construction, fires

Natural Changes- changes that occur in nature

Examples: Earthquake, fires, flooding

Overpopulation- resources become scarce for other organisms in that ecosystem

Example: Increase of deer

Removal of a species- hinders the growth and flow of energy in an ecosystem

Example: Removal of Gray Wolves from Yellowstone

Adaptations: change or the process of change by which an organism or species becomes better suited to its environment

- Behavioral: The way an animal behaves or acts. Examples: hibernating, migrating, web spinning, nest building, hunting in packs, family units,
- Structural: the way an animal is made or built. Examples: thorns/quills, teeth/beak, feet/claws, tails/wings, night vision, camouflage, mimicry, webbed feet

Extinction: (of a species, family, or other larger group) having no living members

Examples: passenger Pigeon, Tasmanian Tiger, Dodo Bird, Woolly Mammoth, Baiji White Dolphin, etc.

Introduction to Ecosystems 4/17

Directions: Read the passages and answer the questions.

https://www.brainpop.com/science/ecologyandbehavior/ecosystems/

An **ecosystem** is all the things that interact in a specific area, whether they are living (biotic) or nonliving (abiotic) . Some examples of non-living/abiotic things that support life in an ecosystem are light, air, soil and water. Living/biotic things are the plants and animals, called **organisms**, that use those resources.

Each of the specific ecosystems in the world has its own conditions created by the abiotic things. These conditions determine what kinds of living/biotic things will be able to thrive there. Organisms can only thrive where their needs are being met. Everything in an organism's environment has an effect on it. One ecosystem that allows many different kinds of organisms to thrive is a temperate zone. It is an area where the conditions never become too hot or too cold.

All the living/biotic things in an ecosystem are called a **community**. All of one specific kind of organism living in a community is called a **population**. All the tree frogs in a rainforest community are one population within the community. All the white birch trees are another population within the same community. All the jaguars are yet another rainforest community population.

All living/biotic organisms perform certain life processes. They take in nutrients like air, sunlight, water, and food. They use energy from those nutrients to grow and develop. They release energy by doing work and moving. They release waste products. They react to things in their environment. They reproduce, producing offspring, or babies, that are similar to themselves.

1) What is one example of a non-living/abiotic thing in an ecosystem? _____

2) What are three of the life processes that living/biotic organisms do?

_____

_____

_____

3) What does population mean in a community?

_____

_____

4) When does an organism thrive?

_____

_____

* Take a look outside in your yard. What are some biotic and abiotic things in your ecosystem? Draw a picture or make a chart of all of the biotic and abiotic things you can find in your yard on the back of this page.

Directions: Read the article and answer the writing prompt.

https://www.flocabulary.com/unit/ecosystems/video/

Do you recognize the brown material in this picture? Some people call it dirt. Dirt is what you are supposed to wipe off your shoes and wash off your hands, right? Dirt is what you are never supposed to get on your good shirt, right? To some people, dirt is just yucky and needs to be cleaned up.

Well, ecologists don't mind getting dirty. Ecologists are scientists that study the relationships between living things and their environment. Ecologists know dirt is very important. In fact, ecologists don't call it dirt at all. They call it soil. Without soil, life on land as we know it could not exist. Soil is at the heart of most ecosystems on land. For example, in the forest ecosystem, every living thing can be sorted into one of three basic categories: producers, consumers, and decomposers.

Producers make their own food. Plants do this through the process of photosynthesis. Many producers also happen to produce, or make, things that animals eat. The blackberry plant is a tasty example. It makes its own food through photosynthesis. The berries contain the plant's seeds. Wild animals such as birds, bears, and bugs eat the berries. The animals eat the juicy berries, but they do not digest the tiny seeds.

Consumers eat other plants and animals. As you can probably guess, squirrels are acorn consumers. Unfortunately for squirrels, they are not at the top of the food chain. This owl is a skilled predator. It is nocturnal, meaning it hunts at night. It consumes small rodents, including squirrels. With excellent hearing and eyesight, the owl will catch any squirrel or other rodent who leaves the safety of its nest at night.

Decomposers are the third type of living thing in the forest ecosystem. Earthworms are decomposers. They feed on dead organic matter, such as leaves. The worms pull the leaves down into the ground. They shred the leaves into little pieces and then eat them. Worms are pretty low on the food chain. Fish, birds, frogs, and turtles will all eat any worm unlucky enough to cross their paths. Some insects are pretty big. Some are so small you need a magnifying glass to see them. Some fly. Some crawl. Some insects are decomposers. Others are consumers and some are even predators. Most insects are pretty far down on the food chain.
By: Readworks

1. What three categories can every living thing in a forest ecosystem be sorted into?

_____

_____

_____

2. What is a producer?

_____

_____

3. Informational Writing Task

Why do consumers need producers? Give some examples of producers and how they are part of an ecosystem. What would happen to consumers if producers did not exist in an ecosystem? Answer in a complete paragraph. Use text evidence to support your answer. Make sure to answer all parts of the prompt. (hook, main idea, reasons/evidence, conclusion statement)

4/22/20

EARTH DAY
ACTIVITY CHOICE BOARD

 **PLANT** Plant some trees and flowers in the park or school. Take a picture to show evidence this is completed.	 **CREATE** Create an everyday item out of recyclable materials.	 **CLEAN** Pick up all the trash in a public area for (school, park). Take a picture to show evidence this is completed.
 **IMAGINE** Build a container fairy garden (Create a habitat where a fairy would live.)	 **EXPLORE** Visit a local or state park and write a narrative essay OR create a collage of your visit.	 **DISCOVER** Create an Earth day scavenger hunt AND give it to someone to do.
 **EDUCATE** Create a powerpoint about the effects of consumerism on our planet.	 **INFORM** Make a pamphlet that educates the public on an environmental issue.	 **PAY IT FORWARD** Do 1 nice thing every day this week for someone different AND have them to do the same for someone else.

Use these instructions to give more information or alternative/different instructions for each activity. **Complete <u>at least one activity</u> from the choice board for Earth Day!** Color in the activities you choose to complete on the choice board. (Any pictures sent to your science teacher need to have your name and the title of the assignment chosen visible)

- Plant- plant trees or flowers at home. Take a picture of the plant and attach to the choice board OR have your parent take a picture and send it to your science teacher through dojo or email.

- Create- Create an everyday item out of recyclable materials. Use an item at home for an action besides its original purpose or find a different use for something you would normally throw away. Draw a diagram of what you come up with and attach to the choice board OR have your parent take a picture and send it to your science teacher through dojo or email.

- Clean- Pick up any trash in your own yard. Clear brush or complete some kind or yard work. Draw a before and after picture of the area you cleaned and attach to the choice board OR have your parent take a picture and send it to your science teacher through dojo or email.

- Imagine- Build a container fairy garden or build a diorama of the habitat of your favorite animal. Write a paragraph and draw a diagram/ plan explaining what is in your fairy garden or the habitat diorama. Attach your paragraph and plan to the choice board OR have your parent take a picture and send it to your science teacher through dojo or email.

- Explore- Describe a past visit to a local or state park and write a narrative essay or create a collage of your visit. If needed, use the below suggested links for ideas and facts. Attach your essay or collage to the choice board. https://www.gpb.org/education/virtual/regions-of-georgia
https://www.gpb.org/education/forestry
https://www.gpb.org/education/virtual/physical-features-of-georgia

- Discover- Create an Earth Day scavenger hunt or a treasure map. Attach your creation to the choice board OR have your parent take a picture of you completing the activity and send it to your science teacher through dojo or email.

- Educate- Create a powerpoint about the effects of consumerism on our planet. Consumerism: using natural resources to create goods and services. Example- farming, mining, commercial fishing, clearing forests to make paper products, etc. Send the powerpoint to your science teacher. Create at least 5 slides.

- Inform- Make a pamphlet that explains the effects of an environmental issue. Example- pollution, deforestation, waste disposal, animal extinction, etc. Attach your pamphlet to your choice board.

- Pay it Forward- Follow information on the choice board. Draw a picture or write a narrative essay about the act of kindness. Attach to the choice board.

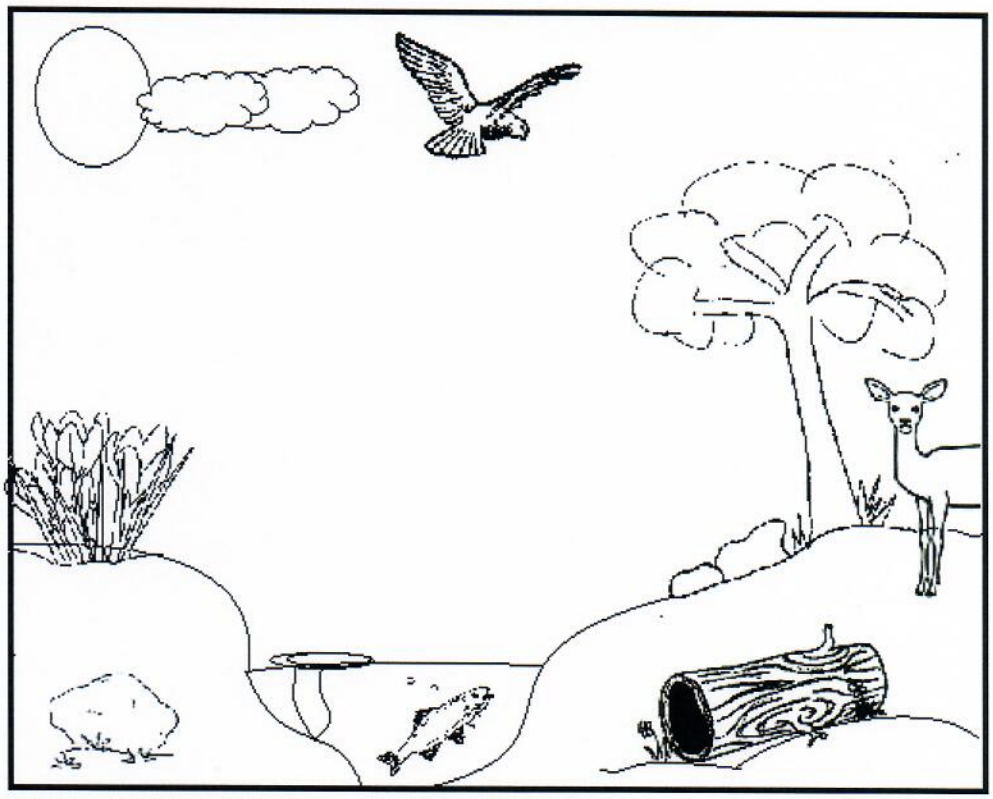
Name: _____ Date: 4-23-20 Hour: _____

Introduction to Ecosystems

Label the following items as A for Abiotic or B for Biotic.

1. _____ Sun
2. _____ Frog
3. _____ Trees
4. _____ Water
5. _____ Clouds
6. _____ Plant
7. _____ Air
8. _____ Bird
9. _____ Paper
10. _____ Snail

Color the ecosystem below. Label 4 biotic components and 2 abiotic components.



12. Write a brief paragraph describing the interactions between the abiotic and biotic components.

Read the article and answer the questions. https://www.brainpop.com/science/ecologyandbehavior/foodchains/

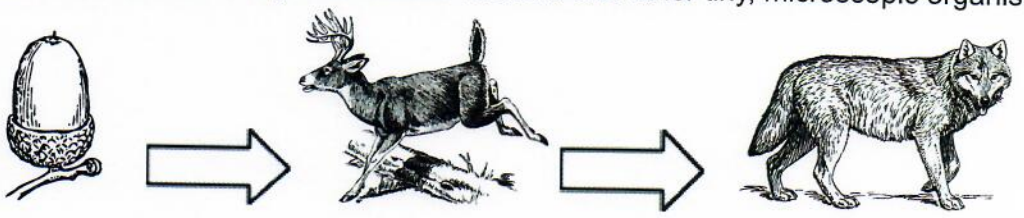
An ecosystem is like a habitat where an organism lives, but it includes many habitats plus the nonliving systems that support them. In an ecosystem, each living thing depends on other living and nonliving things for survival.

In a forest ecosystem, living things depend on one another. Many living things depend on trees for shelter and food. You can almost certainly find bugs on any tree. Woodpeckers can find them too! If you dig down into the soil or scrape away some tree bark, you will discover all sorts of other critters in the forest ecosystem, such as worms, beetles, and ants. You might not see all those insects and other little critters when you look around the forest, but they are there! You can find them under leaves, rocks, and fallen trees. Mostly, their world is underground and out of sight, unless you are willing to get dirty digging for them!

What are all those bugs doing there? They are doing what all living things do: surviving. To survive, living things need food. The nutrients in food provide energy for the body. Without energy, the body stops. It's that simple! What else are bugs and other living things doing besides eating? They are doing whatever it is they need to do in order to produce young. Plants make seeds. Mammals, such as squirrels and deer, give birth to live babies. Bugs and birds lay eggs.

Living things also must develop ways to protect themselves from other things in the ecosystem. Squirrels build their nests high in trees, away from predators. Worms dig down into the soil. Snails and turtles have shells to protect them. Unfortunately for squirrels, worms, snails, and turtles, these defenses do not always work. The predators that hunt and eat other animals for a living have sharp teeth and claws for catching their prey.

There are ecosystems in many places. Each ecosystem has its own food chain. Look at the image of the wolf, the deer, and the acorn. This is a very simple way to think of the food chain. Smaller animals are eaten by slightly larger animals. But this image only represents a small part of a real food chain. Most food chains also include plants. They also include bacteria and other tiny, microscopic organisms.



Plants and smaller animals are usually near the bottom of the food chain. At the top of the food chain, you will find beasts like grizzly bears, lions, blue whales, or great white sharks. These animals are too big to be hunted by anything else. A lion or shark is called an apex predator because it is at the top of the food chain.

In order to understand the food chain, there are some vocabulary words you should learn.
Producer - Plants or tiny animals that are eaten by other animals. For example: grass.
Consumer - Animals that eat producers or other consumers. For example: mice, birds, or bears.
Herbivore - Animals that eat only plants. For example: rabbits.
Carnivore- Animals that eat only meat. For example: cats.
Omnivore - Animals that eat plants and meat. For example: humans.
Decomposer - An organism that breaks down deceased animals into tiny pieces. For example: worms.

All food chains begin with a producer. A producer is usually a type of plant. That producer is then eaten by a consumer. There are two main types of consumers:primary and secondary. Herbivores are primary consumers. They eat plants. Carnivores, secondary consumers, eat primary consumers. For example: a mouse (a primary consumer) eats grass (a producer). A cat (a secondary consumer) eats mice. When an animal dies, decomposers break apart the animal, returning nutrients back into the environment. These nutrients then feed plants (the producers), which completes the cycle.

By: Readworks

1. The author lists vocabulary words

A. to give the reader more work

B. to help the reader understand the passage

C. to confuse the reader

D. from the most important word to the least important word

2. _____ is an example of a carnivore.

A. Grass

B. A zebra

C. A lion

D. An earthworm

3. _____ is an example of an herbivore.

A. Grass

B. A zebra

C. A lion

D. An earthworm

4. In a typical food chain, what would happen after a primary consumer eats a producer?

_____

_____

_____

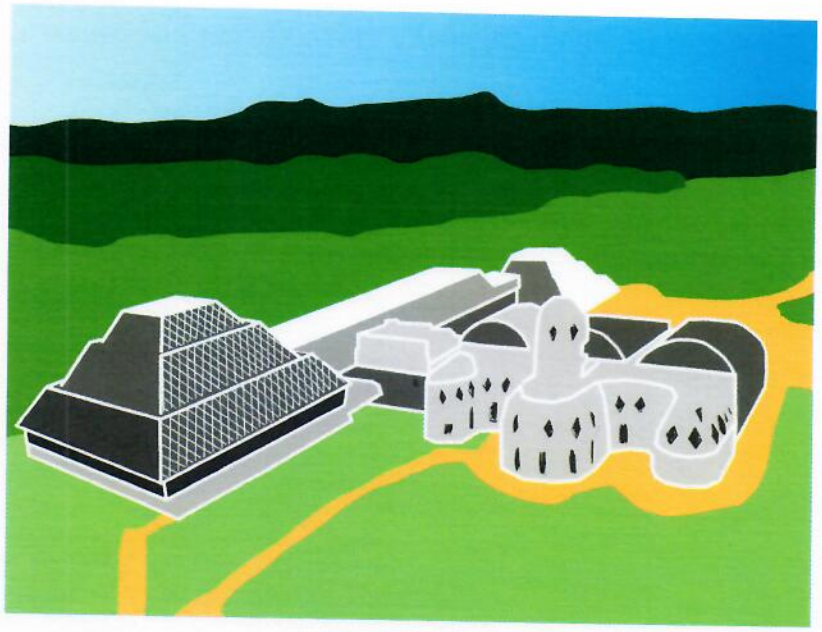
5. Draw a food chain. Use the following producers and consumers: bird, fox, flower, butterfly.

Directions: Read the article and answer the writing prompt.

https://www.brainpop.com/science/ecologyandbehavior/foodchains/

Carnivore: An animal that eats only other animals to get its energy. Examples: spiders, foxes, mountain lions
Herbivore: An animal that only eats plants to get its energy. Examples: horses, rabbits, deer
Omnivore: An animal that eats both plants and other animals to get its energy. Examples: bears, pigs, raccoons

Related Reading from Brain POP-



Discoveries And Inventions

In remote Oracle, Arizona, stands a remarkable 3.15-acre structure: **Biosphere 2**, an enormous, self-sustaining ecosystem enclosed in glass. It was built between 1987 and 1991, and has cost a total of $200 million to maintain over the past 20 years.

A variety of ecosystems were originally represented inside the futuristic-looking terrarium—there was a miniature ocean with a coral reef, a mangrove wetlands area, a tiny savannah, a desert, and an agricultural area. From 1991 to 1993, a team of eight researchers lived and worked inside the Biosphere, never leaving its airtight walls, to test whether or not humans could thrive in a closed system.

However, the agricultural segment didn't produce enough food to keep everyone from being constantly hungry. In addition, the oxygen level fell at a rate of 0.3 percent per month while the CO2 level fluctuated wildly. To top it all off, most of the non-human vertebrate species that populated the Biosphere died.

Interestingly, spending so much time together inside a closed environment led to a series of nasty disputes between the human participants. By the end of the mission, the team had broken up into cliques, and it took 10 years before many of them would speak to each other again.

After a second mission was cancelled amidst further troubles, Biosphere 2 was finally abandoned. In 2006, it was announced that the site would be turned into a housing development, but in 2007, the University of Arizona stepped in and announced that they would take over all research at Biosphere 2.

Informational Writing Task

Are people carnivores, herbivores, or omnivores? What is a person's position in a food chain? Answer in a complete paragraph. Use evidence to support your answer. Make sure to answer all parts of the prompt. (hook, main idea, reasons/evidence, conclusion statement)

Food Chains Worksheet

Date: 4-29-20
Name:
Class:

Categorize It

There are three major elements that make up a food web: producers, consumers, and decomposers. Categorize the following organisms as either producers (P), consumers (C), or decomposers (D).

____ Fungus	____ Oak tree
____ Bear	____ Dog
____ Palm tree	____ Bacteria
____ Grasshopper	____ Bamboo
____ Fern	____ Praying mantis

Complete It

Make a food chain using the organisms in the word bank. Order them from lowest to highest on the food chain.

grasshopper **snake** **grass** **frog** **hawk**

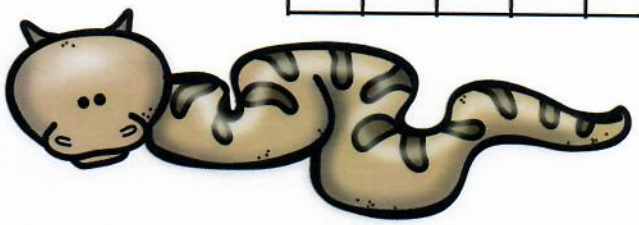
Food chain:

What might happen if all the frogs suddenly died off?

Name: _____ 4-30-20

FOOD CHAINS & FOOD WEBS

vocabulary



WORD BANK

CONSUMER
PRODUCER
CARNIVORE
DECAY
DECOMPOSER
FOOD CHAIN
FOOD WEB
HERBIVORE
OMNIVORE
PHOTOSYNTHESIS
PREDATOR
PREY
SCAVENGER

Across

3. an animal that eats only other animals
5. an animal that eats only plants
8. the process plants use to make food
10. two or more food chains that overlap
11. an organism that eats other living things to get energy
12. an animal that hunts other animals for food

Down

1. to break down into simpler materials
2. an organism that breaks down the remains of dead organisms
4 . an animal that is hunted for food by a predator
6. the path of food energy in an ecosystem as one
living thing eats another
7. an animal that eats both plants and animals
8. any organism that makes its own food
9. an animal that feeds on the remains of dead animals

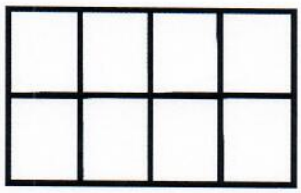
EQUIVALENT FRACTIONS

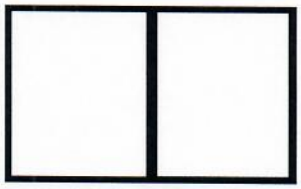
LEVEL I

Name: _____ Date: _____

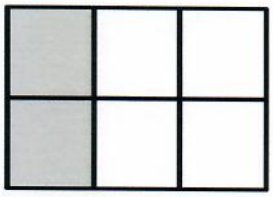
Follow the directions to complete each task.

1. Shade the models to help you determine if 1/2 and 2/8 are equivalent or not. Explain your thinking.





2. Determine if the fractions shown are equivalent or not. Explain your thinking.

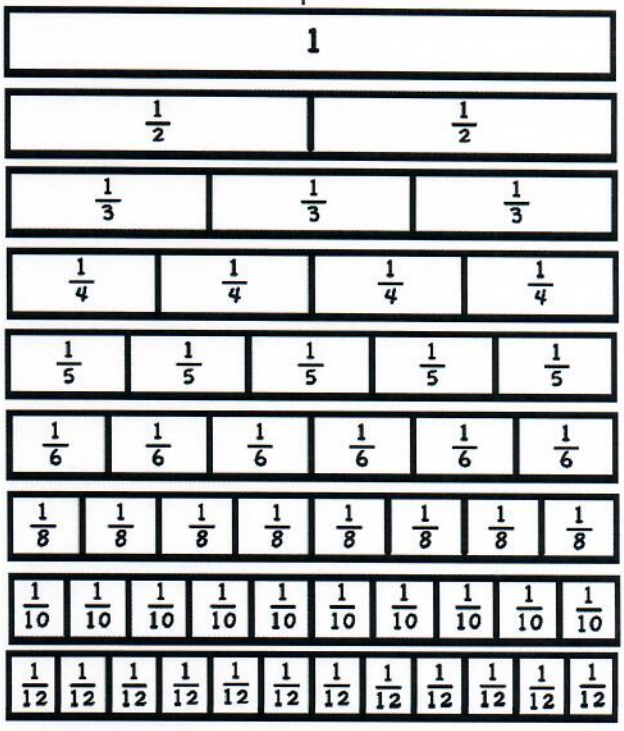


Use the fraction strips to determine if the fraction pairs are equivalent.

3. 2/3 and 5/6

4. 2/8 and 1/4

5. 5/6 and 10/12



4.NF.1

EQUIVALENT FRACTIONS

LEVEL 2

Name: _____ Date: _____

Follow the directions to complete each task.

1. Determine if the fractions shown are equivalent or not. Explain your thinking.

$\frac{5}{8}$ $\frac{1}{2}$

2. Determine if the fractions shown are equivalent or not. Explain your thinking.

$\frac{2}{6}$ $\frac{1}{3}$

3. Generate two equivalent fractions for the fraction shown. Draw models or write to prove that the fractions are equivalent.

$\frac{1}{4}$

4. Generate two equivalent fractions for the fraction shown. Draw models or write to prove that the fractions are equivalent.

$\frac{2}{3}$

4.NF.1

EQUIVALENT FRACTIONS

LEVEL 3

Name: _____ Date: _____

Follow the directions to complete each task.

1. Group the fractions shown into two groups:

Equivalent to ½ or
Equivalent to ¾

$\frac{4}{8}$ $\frac{2}{4}$ $\frac{6}{8}$ $\frac{5}{10}$ $\frac{9}{12}$ $\frac{3}{6}$

2. Group the fractions shown into two groups:

Equivalent to 2/3 or
Equivalent to 1/4

$\frac{2}{8}$ $\frac{6}{9}$ $\frac{4}{6}$ $\frac{8}{12}$ $\frac{3}{12}$ $\frac{10}{15}$

3. Which choice represents fractions that are equivalent to one another?

a. 1/3 and 2/5
b. 1/2 and 5/8
c. 2/1 and 1/2
d. 2/3 and 4/6

4. Which choice represents fractions that are NOT equivalent to one another?

a. 1/3 and 2/6
b. 1/2 and 5/10
c. 1/2 and 2/3
d. 3/4 and 6/8

4.NF.1

COMPARING FRACTIONS

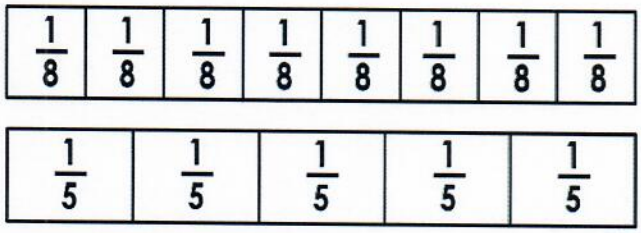
LEVEL I

Name: _____ Date: _____

Follow the directions to complete each task.

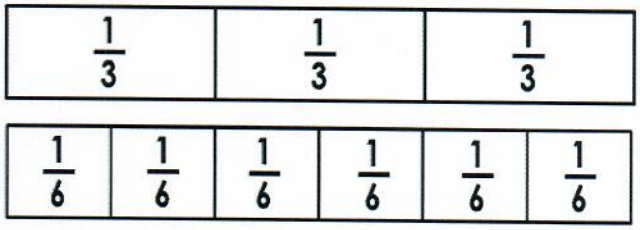
1. Compare the fractions shown using <, >, or =. Use the fraction strip models to support your thinking.

$\frac{6}{8}$ $\frac{4}{5}$



2. Compare the fractions shown using <, >, or =. Use the fraction strip models to support your thinking.

$\frac{2}{3}$ $\frac{3}{6}$



3. Compare the fractions shown using <, >, or =. Explain your answer.

$\frac{2}{8}$ $\frac{5}{8}$

4. Compare the fractions shown using <, >, or =. Explain your answer.

$\frac{1}{2}$ $\frac{1}{6}$

4.NF.2

COMPARING FRACTIONS

LEVEL 2

Name: _____ Date: _____

Follow the directions to complete each task.

1. Compare the fractions shown using <, >, or =. Draw models or write to explain your thinking.

$\frac{4}{8}$ $\frac{3}{4}$

2. Compare the fractions shown using <, >, or =. Draw models or write to explain your thinking.

$\frac{5}{6}$ $\frac{1}{2}$

3. Compare the fractions shown using <, >, or =. Draw models or write to explain your thinking.

$\frac{2}{3}$ $\frac{6}{9}$

4. Compare the fractions shown using <, >, or =. Draw models or write to explain your thinking.

$\frac{4}{6}$ $\frac{7}{12}$

4.NF.2

COMPARING NUMBERS LEVEL 3

Name: _____ Date: _____

Read the directions to complete the tasks in each box.

1. Explain whether this comparison statement is true or false.

$$\frac{1}{3} < \frac{1}{2} < \frac{3}{4}$$

2. Name a fraction that could complete the comparison statement.

$$\frac{1}{4} < ? < \frac{1}{2}$$

3. Name three fractions that would go between 1/2 and 3/4 on a number line. Create a number line, and plot the numbers to prove your thinking.

4. Create a number line, and order the fractions shown from least to greatest on the number line.

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

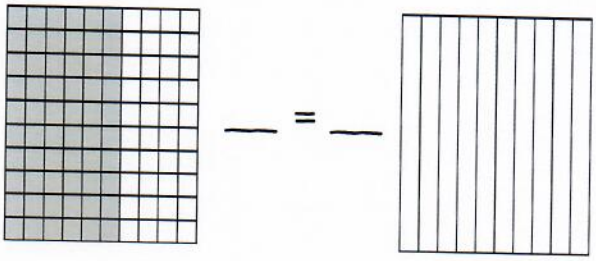
4.NF.2

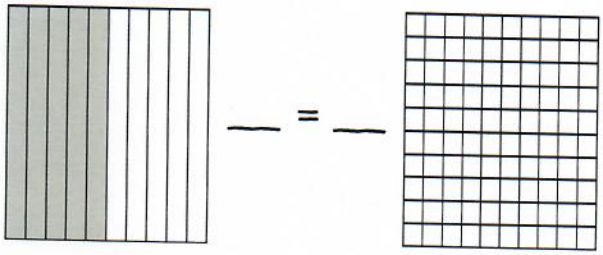
Name_____

Review

4.NF.5

Write the fraction shown by the first model. Then, write an equivalent fraction and prove it by shading in the second model.

1.  ___ = ___

2.  ___ = ___

Fill in the missing number to create an equivalent fraction.

3. $\frac{80}{100} = \frac{\quad}{10}$

4. $\frac{3}{10} = \frac{\quad}{100}$

5. $\frac{10}{100} = \frac{\quad}{10}$

6. $\frac{90}{100} = \frac{\quad}{10}$

Find the sum or difference by creating a common denominator of 100.

7. $\frac{46}{100} + \frac{5}{10} =$ ____

8. $\frac{87}{100} - \frac{7}{10} =$ ____

9. $\frac{6}{10} + \frac{12}{100} =$ ____

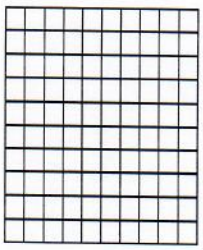
10. $\frac{68}{100} - \frac{1}{10} =$ ____

11. $\frac{22}{100} + \frac{2}{10} =$ ____

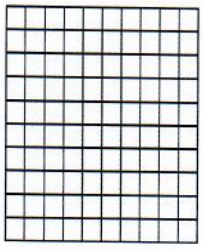
12. $\frac{9}{10} - \frac{15}{100} =$ ____

Use the model to find the sum or difference.

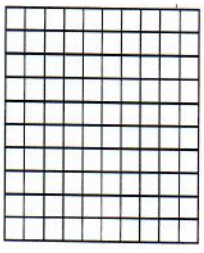
13. $\frac{7}{10} + \frac{18}{100} =$ ____



14. $\frac{57}{100} - \frac{4}{10} =$ ____



15. $\frac{39}{100} + \frac{2}{10} =$ ____

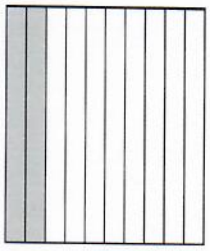
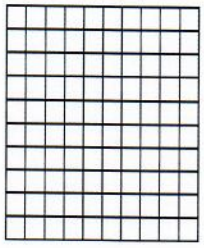


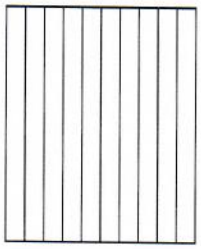
Name_____

Review

4.NF.5

Write the fraction shown by the first model. Then, write an equivalent fraction and prove it by shading in the second model.

1.  ___ = ___ 

2.  ___ = ___ 

Fill in the missing number to create an equivalent fraction.

3. $\frac{60}{100} = \frac{\quad}{10}$

4. $\frac{1}{10} = \frac{\quad}{100}$

5. $\frac{50}{100} = \frac{\quad}{10}$

6. $\frac{40}{100} = \frac{\quad}{10}$

Find the sum or difference by creating a common denominator of 100.

7. $\frac{29}{100} + \frac{5}{10} =$ ____

8. $\frac{96}{100} - \frac{2}{10} =$ ____

9. $\frac{4}{10} + \frac{19}{100} =$ ____

10. $\frac{73}{100} - \frac{3}{10} =$ ____

11. $\frac{38}{100} + \frac{1}{10} =$ ____

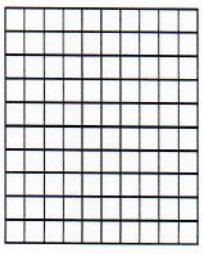
12. $\frac{8}{10} - \frac{62}{100} =$ ____

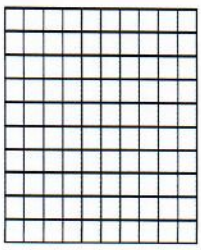
Use the model to find the sum or difference.

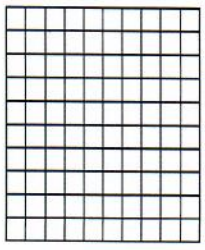
13. $\frac{5}{10} + \frac{28}{100} =$ ____

14. $\frac{84}{100} - \frac{2}{10} =$ ____

15. $\frac{41}{100} + \frac{3}{10} =$ ____







____ 16. Out of all the 4th grade students at Lake Harbor Middle, $\frac{54}{100}$ chose P.E. as their favorite extra class and $\frac{3}{10}$ chose music as their favorite extra class. The rest of the students chose library. What fraction of the 4th graders chose P.E. or music as their favorite extra class?

A. $\frac{57}{110}$ students B. $\frac{57}{100}$ students C. $\frac{84}{110}$ students D. $\frac{84}{100}$ students

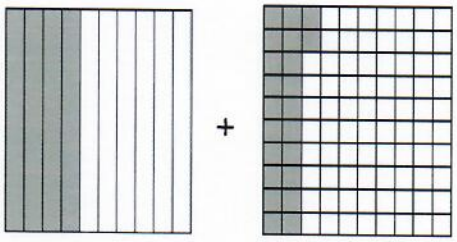
____ 17. Henry's school bag is $\frac{60}{100}$ of a meter long. What is the length of Henry's school bag written in tenths?

A. 60/10 B. 6/10 C. 16/10 D. 160/10

____ 18. Kendall has eaten $\frac{74}{100}$ of her sandwich. Parker ate $\frac{5}{10}$ of his sandwich. How much more of a sandwich did Kendall eat than Parker?

A. 79/100 B. 124/100 C. 24/100 D. 69/100

____ 19. Which fraction expression and solution is shown by the model below?



A. $\frac{4}{10} + \frac{22}{100} = \frac{62}{100}$ B. $\frac{4}{10} + \frac{32}{100} = \frac{72}{100}$

C. $\frac{4}{10} + \frac{22}{100} = \frac{26}{100}$ D. $\frac{4}{10} + \frac{32}{100} = \frac{36}{100}$

____ 20. At a parade, $\frac{2}{10}$ of the beads Melissa caught were purple and $\frac{43}{100}$ of the beads she caught were gold. The rest of the beads she caught were green. What fraction of the beads that Melissa caught were either purple or gold?

A. $\frac{45}{100}$ beads B. $\frac{45}{110}$ beads C. $\frac{63}{100}$ beads D. $\frac{63}{110}$ beads

____ 21. In a large bag of Skittles, $\frac{27}{100}$ of the Skittles were red and $\frac{2}{10}$ of the Skittles were green. The rest of the Skittles were orange, yellow, and purple. What fraction of the Skittles were orange, yellow, and purple?

A. $\frac{29}{100}$ Skittles B. $\frac{47}{100}$ Skittles C. $\frac{53}{100}$ Skittles D. $\frac{71}{100}$ Skittles

Number and Operations - Fractions Set #1

A A Print

Base 10	The _____ number system is known as the decimal system and uses 10 digits (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) to show all numbers.
Decimal	A _____ fraction is a fraction whose denominator is 10, 100, or some other multiple of 10.
Decimal Point	The ____ ____ separates the places larger than 1 from those that are fractions of 1, such as tenths, hundredths, etc. (2 words)
Denominator	In a fraction, this is the number under the fraction bar.
Difference	The answer when a subtraction problem is performed.
Digit	A single number between 0 and 9, occurring either alone or in a larger number, is called a ____.

Number and Operations - Fractions Set #2

A A Print

Equal	Two quantities that are exactly the same amount are this.
Equivalent	Expressions that simplify to the same expression are called ____.
Fraction	A number between 0 and 1, expressed as one number over another, is called a ___.
Hundredths	The _____ place in decimal notation is the position of the second digit to the right of the decimal point.
Improper	This is a fraction in which the numerator is larger than the denominator.
Mixed Number	This is a whole number followed by a proper fraction.

Number and Operations - Fractions Set #3

A A Print

Multiple	A _____ of a number is that number times any whole number.
Multiplication	This is the operation used for the following terms: times, product, twice, etc.
Numerator	In a fraction, this is the number above the fraction bar.
Part	A portion, segment, or piece of a whole is called a ____.
Place	The ____ value of a digit is based on its location.
Product	This is the answer in a multiplication problem.

Number and Operations - Fractions Set #4

A A Print

Tenths	The _____ place in decimal notation is the position of the first digit to the right of the decimal point.
Unit Fraction	A fraction with a numerator of 1 is called a ____ fraction.
Whole Number	A number (such as 0, 1, 2, 3, 4, 5, etc.) that is not a negative and is not a fraction.

M	A	T	H
Explain what it means for two fractions to be equivalent. Provide examples and models to support your explanation.	Choose a fraction card. Generate five equivalent fractions for the fraction you chose. Repeat this five times.	Explain how you can use multiplication or division to generate equivalent fractions. Provide examples to support your explanation.	Find four pairs of equivalent fractions in your fraction bag. Draw models or provide a written explanation to prove they are equivalent.
Find four fractions in your fraction bag that are equivalent to 1/2. Provide proof for how you know they are equivalent.	Roll a dice twice to create a unique fraction (One roll for the numerator and one roll for the denominator). Find three equivalent fractions for your fraction. Repeat this five times.	Use division to find two fractions equivalent to the fractions below. 6/12 4/8 8/12	Use multiplication to find two fractions equivalent to the fractions below. 1/3 2/3 4/5 3/8

M	A	T	H
Choose five of your fraction cards and determine if they are less than ½, equal to ½, or greater than ½. Then draw models to support your answers.	Randomly choose 8 fraction cards. Sort them into three groups: less than ½, equal to ½, and more than ½.	Find two fractions with the same numerator but different denominators. Compare them using <, >, or =. Repeat this five times.	Find two fractions with the same denominator but different numerators. Compare them using <, >, or =. Repeat this five times.
Describe three methods that you could use to compare fractions.	Compare the fractions below. Provide a written explanation and models to support your comparisons. 6/8 _____ 5/8 4/6 _____ 4/8 1/2 _____ 1/8 6/12 _____ 6/8 2/3 _____ 1/3	When comparing fractions, how does looking at the numerator help you? Use this example in your answer: 3/4 _____ 2/4	When comparing fractions, how does looking at the denominator help you? Use this example in your answer: 2/4 _____ 2/12

APRIL DEAM Calendar

Drop Everything And Move

SPRING into action

Name:	Teacher:

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.