Distance Learning Packet

4th Grade

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The Long County School System administrators and faculty understand that our students and families are experiencing difficult and uncertain times. The attached learning opportunities have been created by your child's teachers to provide educational review and practice activities. We understand that our students do not have direct access to the instructional support of their teachers, so we are asking students to complete these learning activities to the best of their abilities without creating undue anxiety or hardships.

Updates and Information

Long County Schools: https://www.longcountyps.com/

McClelland Elementary: https://www.meslongco.com/

https://www.facebook.com/MESLongCo/

Free Educational Websites

1). Switcheroo Zoo

Site address: www.switcheroozoo.com

2). Nat Geo for Kids

Site address: www.kids.nationalgeographic.com

3). Into the Book

Site address: www.reading.ecb.org

4). Suessville

Site address: www.seussville.com

5). How Stuff Works

Site address: https://www.howstuffworks.com/

6). Fun Brain

Site address: www.funbrain.com

7). PBS Kids

Site address: www.pbs.org

8). Scholastic Learn at Home

Site address: https://classroommagazines.scholastic.com/support/learnathome.html

9). Storyline online

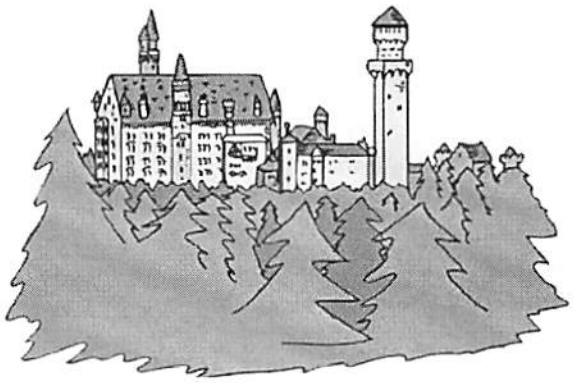
Site address: www.storylineonline.net

10). Highlights Kids

Site address: www.highlightskids.com

Name: _____

Caroline and the Castle



Caroline lived deep in the forest. In the forest there were enchanted fairies, ancient trees with arms, and talking woodland animals. Everything was magical in the forest, and Caroline was always happy there. Caroline's family lived in a tree house, high in the air, in this magical forest. The enchanted creatures of the forest all became friends with Caroline.

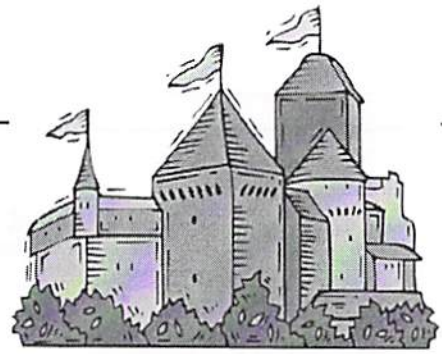
One day Caroline went on a walk with her family, and they came across a huge, stone castle. The castle was surrounded by trees higher than any she had ever seen! Her mother walked to the castle gates and knocked softly. When she did, the gates opened and revealed a beautiful rose garden. On the other side of the rose garden she could see beautifully painted windows and giant wooden doors to the castle.

Her mother and father led the way to the castle doors, carefully avoiding the overgrown rose bushes. When they reached the door, it opened to reveal a royal corridor. A beautiful queen appeared from a nearby room, and greeted them with a bow. After talking about the forest and how they got to the castle, the queen invited them to stay for dinner. A magnificent feast was prepared, and Caroline was most thrilled with the selection of desserts and cakes. She liked the chocolate truffles most.

After the royal feast, Caroline and her family bid their farewells and began the journey home. Caroline awoke in her bed the next day, wondering if it was all a dream.

Name: _____

Caroline and the Castle



1. What kind of a house did Caroline live in?

_____

_____

2. List three adjectives to describe the queen.

_____

_____

3. The last paragraph says that Caroline and her family "bid their farewells." What does this mean?

_____

_____

4. Name two things from the story that <u>could not</u> happen in real life.

_____

_____

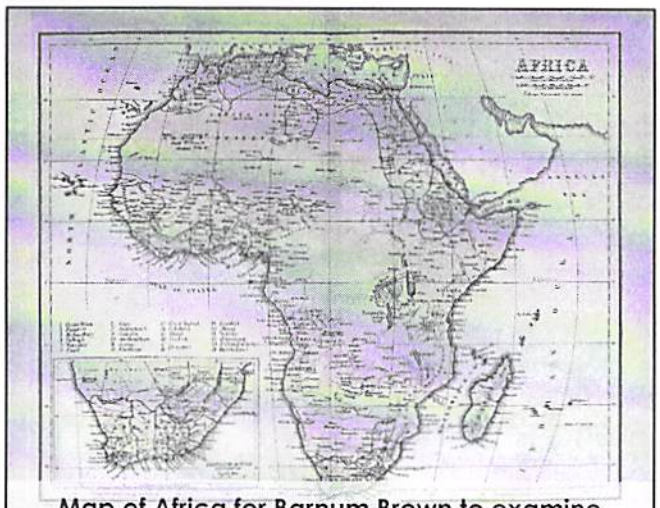
5. Name two things from the story that <u>could</u> happen in real life.

_____

_____

Something extra: On the back of this paper, draw a picture of the castle and the rose garden. Include lots of details from the story.

DINOSAURS WON THE WAR



Map of Africa for Barnum Brown to examine

Did you know dinosaurs helped win World War II? No, we are not talking about science fiction. We're not speaking literally. Dinosaurs didn't drive tanks or storm prisoner of war camps. They didn't lead a charge to victory. Dinosaurs, or rather the search for them, did help the US government and their allies win World War II.

Paleontologists explore some pretty remote areas of the world in their search for dinosaur bones and other fossils. They have gone to the barren lands of Montana where the first T-rex was found. They've been to the vast Gobi Desert where whole families of dinosaurs are revealed beneath the sand. Paleontologists get around! They have to go where the bones are.

During World War II, people from almost every continent, except for Antarctica, found themselves in a horrible conflict. Much of Europe and Asia were controlled by the Axis forces. The Allied forces had trouble getting information about those parts of the world. Other areas in Africa, India, and Russia were also suspected strongholds of Axis powers. The Allied forces knew they might have to do battle to liberate the people in the countries occupied by Axis forces. They might have to invade, wage battle, or create their own base of operations. In order to be successful, they would have to know the terrain. They needed to know where enemies might be hiding. It would be helpful to know where ambushes and unexpected dangers might lie. They would need to know what the terrain would be like. It mattered if the land was rough and rocky, marshy and soft, or dry and sandy. But in 1941, there were few world travelers who knew remote areas. There weren't tons of aerial photographs of places, and there was no internet, Google Earth, GPS, or satellites to help.

But who would go to the remote areas of the world for business? Who would keep detailed records of every inch of land? Paleontologists! They had to know all about the terrain, and they had to create explicit maps to chart where they had found fossils and where more were likely to be. They made maps that would allow other paleontologists to find their way back to "dinosaur graveyards." The U.S. government began contacting museums across the country. Their phone calls put them in touch with **Barnum Brown**, one of the world's most legendary fossil hunters.

Barnum Brown had sailed to Patagonia. He'd trekked through Montana. He'd also been to Canada, Cuba, Mexico, France, England, Turkey, Greece, Ethiopia, Egypt, Somalia, Arabia, India, and Burma! He was asked to help interpret photos and maps, as well as add information of his own. Barnum Brown agreed at once. In fact, he did more than just consult. He volunteered to join the **Office of Strategic Services**, a branch of the government's intelligence department. He began helping the military plan invasion routes. He analyzed maps, and went on **reconnaissance** missions. He looked at photos of Burma, India, Africa, and the Mediterranean Islands. Because of his knowledge and travel, he was able to tell the military where there were areas of suspected camouflage. Brown served with the Office of Strategic Services and then the Department of Economic Warfare until the war was over.

Who would have thought that searching for fossils would help lead our country to victory? It's likely that no one made the connection during peacetime. When war broke out, the government asked everyone to pitch in with their special skills. For Barnum Brown, it was his love of dinosaurs and his knowledge of the places their bones might be. That love and knowledge helped America and her allies win the war.

reconnaissance- military observation to locate an enemy or develop a strategic features

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Name _____ Date _____

BARNUM BROWN/DINOS

RI.9

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. **Which topic do both passages most clearly focus on?**
   - Ⓐ paleontology
   - Ⓑ Barnum Brown
   - Ⓒ fossils
   - Ⓓ World War II

2. **Barnum Brown worked for _____.**
   - Ⓐ Princeton University
   - Ⓑ Henry Osborn
   - Ⓒ The American Museum of Natural History
   - Ⓓ both B and C

3. **According to both passages, Brown had traveled to which city?**
   - Ⓐ London
   - Ⓑ Washington, D.C.
   - Ⓒ Patagonia
   - Ⓓ Paris

4. **According to both passages, which city did Brown not visit?**
   - Ⓐ Patagonia
   - Ⓑ Ethiopia
   - Ⓒ Australia
   - Ⓓ Egypt

5. **Which duty did Brown fulfill during his time with the Office of Strategic Services?**
   - Ⓐ planning air raids
   - Ⓑ providing information about the terrain of certain areas
   - Ⓒ planning ambushes
   - Ⓓ all of the above

6. **Scientists first found and scientifically described which kind of fossil?**
   - Ⓐ Megalosaurus
   - Ⓑ Tyrannosaurus Rex
   - Ⓒ Triceratops
   - Ⓓ Stegosaurus

7. **How did a paleontologist like Brown find dinosaur fossils?**
   - Ⓐ satellites
   - Ⓑ the internet
   - Ⓒ maps
   - Ⓓ star charts

8. **According to both passages, Barnum Brown was NOT considered as which of the following?**
   - Ⓐ military consultant
   - Ⓑ paleontologist
   - Ⓒ firefighter
   - Ⓓ college graduate

9. **Which life event caused Brown to first discover his love of fossils?**
   - Ⓐ He studied them in college.
   - Ⓑ He grew up in a mining town where he saw lots of small fossils.
   - Ⓒ He traveled with his father to Patagonia.
   - Ⓓ He was inspired by hearing Henry Osborn speak about fossils.

10. **On his first trip out of the country, which of the following events did NOT happen to Barnum Brown?**
    - Ⓐ He found many fossils.
    - Ⓑ He was shipwrecked.
    - Ⓒ He went off alone without the other scientists.
    - Ⓓ He claimed land and set up a new settlement.

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CLOUDED LEOPARDS

A clouded leopard stare

The **clouded leopard** is one of the most mysterious leopard species in existence. The clouded leopard lives in Asia. It has a wide habitat range from the rainforests of Indonesia to the foothills of the Himalayas in Nepal. They live in remote regions, so we do not know much about them. However, since human developers are increasingly **encroaching** on these remote regions, scientists believe that the population trend is decreasing. The species, while not threatened, is vulnerable. That means if humans intrude in their habitat or if other factors threaten the clouded leopard population, they could become a threatened species one day.

What makes the clouded leopard unique, aside from its wide range of hunting grounds across Asia? For one thing, they have a coat with a unique pattern of cloud-like spots. These spots provide camouflage in their forest habitats. In China, the clouded leopard is also known as the Mint Leopard because its spots can also look like mint leaves.

Because these clouded leopards prefer to live in forests, it makes sense that they **adapted** to become amazing climbers. Clouded leopards spend much of their lives in trees. To account for this lifestyle, they've got some cool body features. For one thing, they have very strong tails. Their tails help them balance while they're perched on tree branches. They also have specially adapted ankle bones and large paws that provide unbelievable strength. These paws and ankles allow them to climb tall trees, but also help them keep climbing while they're hanging upside down from branches! Clouded leopards can even climb down trees going head first. Most cats are unable to climb that way.

Their tree-loving lifestyle also allows these leopards to be great hunters. Since their cloudy coat camouflages them as they hide in the leaves, they are able to observe their prey from up high. Their prey doesn't see them, but leopards have keen eyesight. They have muscles like coiled springs. They can see their prey and leap on it from above! The clouded leopard eats a varied diet including birds, monkeys, deer, and pigs, as well as other small mammals. Clouded leopards are unique in one other way. They have the largest **canine teeth** (teeth used to puncture and tear meat) of any feline species. In fact, some people call these felines the modern day saber-toothed tiger!

Hopefully, humans will be more responsible with this species, and the clouded leopard will never go extinct. Then this unique cat can grace our planet for many years to come.

Name _____ Date _____

CLOUDED LEOPARDS

RI.10

1. Based on the context, what does the word "encroach" or "encroaching" mean as it used in this passage? Explain how you know.

2. How did the clouded leopards get their name?

3. Describe two adaptations the leopards have to help them live in trees.

4. Describe the habitat range of the clouded leopard. Name all of the places you find in the text.

5. Why is the clouded leopard called a modern saber-tooth tiger by some people?

6. Describe the diet of the clouded leopard.

7. What is the biggest threat to the clouded leopard population? Explain.

8. What is the author's reason for including the term "camouflage" in this article?

9. Explain why the clouded leopard is such an excellent hunter.

10. **Writing Prompt:** Pretend to conduct an interview with a scientist who studies the clouded leopard. Since we don't know much about the mysterious clouded leopard, here's your chance to ask some questions! Create five interview questions. Then use information from the passage and your own inferences to take an educated guess on the answers.

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THE SCIENCE OF ICE CREAM

Ice cream cone

Ice cream isn't just delicious. It's scientific! Are you skeptical that something yummy could also be a work of applied science and chemistry? Just keep reading.

Ice cream is made up of air, fat, sweetener, ice crystals, and other solids. Don't let the term "other solids" worry you. We're not talking about mysterious chemicals. Solids mean chunks of fruit or chocolate!

When you pick up a spoonful of ice cream, you likely notice its sweet taste and creamy texture. Typically, air makes up nearly one half of ice cream's volume. You need the air to create this texture, with the miniscule air pockets creating space between **fat molecules** and sugars. Without enough air, you would have a very dense, super sweet dessert. It would almost be too sweet. When the air creates this fluffier texture, it gives the sweet flavor molecules time to be released, which makes the flavor more subtle and last longer.

Why does ice cream have to be sweet anyway? Here's where a bit of biology comes into play. Your mouth is full of sensitive tissues. They react to hot and cold. Your tongue is covered in **taste buds**. They pick up various flavors. However, cold foods numb your taste buds and mouth. If ice cream wasn't sweet or strongly flavored, you would pick up the sensation of cold without flavor. Not only that, but when you add sugar to cream and freeze it, you lower its freezing point. That means your ice cream is scoopable. It will thaw gently and melt into a soft consistency. Without sugar lowering the freezing point, you would have a box of sweet ice.

Ice crystals are created when the water contained in cream starts to freeze. The size of these crystals impacts the texture. Large crystals make grainy ice cream. Small ones create a smooth texture. However, getting the ice cream smooth is a challenge because fat molecules like those in milk and cream don't like to play nicely with air molecules. They want to clump up and must be dispersed instead. In order to do this, ice cream's base of cream, sugar, and flavoring must be pressurized and churned at a high pressure for a long time to get a smooth and even texture.

Now you can see there is a bit of science in making ice cream. Are you wondering if it's an experiment you can do at home? You can! People may have countertop ice cream makers. They have attachments for their stand mixers that churn ice cream. You don't need all that. All you need is simple ingredients, big and small sealable bags, a lot of ice, towels or oven mitts, and plenty of energy.

In small sandwich bags, place one tablespoon of sugar, one-half cup of cream and one-quarter teaspoon of vanilla. Seal up the bags. To prevent spoiling, put them in the fridge until you're ready to use them. You can only use one at a time. You use one per each gallon bag.

Add four cups of ice cubes and a half cup of salt into one of the large, gallon-size bags. The salt lowers the freezing point of the ice, which means it will chill the ingredients enough to turn them into the ice cream base without making them into a solid chunk. Place the small bag into the large bag. Make sure both bags are sealed tightly!

The bag will be super chilly, which is why you need oven mitts or towels. This will keep your skin safe because you'll be holding the bag for at least five minutes. You'll need to shake the bag hard and fast. This is the high pressure and "**churning**" that will make the ice cream.

At the end of this time, you should open the bag and remove the smaller bag. Inside you will find vanilla ice cream! If it is still too soft, you may need to reseal it. Repeat the process in the larger bag of ice and salt. What do you need to finish this experiment? A spoon! Isn't science tasty?

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Name _____ Date _____

THE SCIENCE OF ICE CREAM

RI.10

1. Explain the purpose of salt in creating ice cream.

2. Explain how air plays an important role in the texture and flavor of ice cream.

3. Why does ice cream need high pressure and churning to create a smooth texture?

4. Explain the texture of ice cream.

5. According to the author, why do you need oven mitts or towels to make ice cream?

6. What effect does cold have on your mouth?

7. What does sugar do to the freezing point of ice cream? Why is this necessary?

8. When the text says that "other solids" are added to ice cream, what is it referring to?

9. What two things does the passage say most people notice right away about ice cream?

10. **Writing Prompt**: The author of this passage says that ice cream is a work of applied science and explains the steps to create ice cream at home. What variables are involved in making ice cream, and how would changing them impact the way the ice cream turns out?

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Name: _____

Grammar Review (1)

Directions: Circle the subject and underline the predicate.

1. The players worked hard at practice.
2. Ghyan and Delainey drew beautiful pictures for Mrs. Gazi.

Label the sentences below: Interrogative, Declarative, Exclamatory, Imperative

1. I love reading! _____
2. Do you eat a lot of vegetables? _____
3. I had pumpkin ice cream last night. _____
4. Go clean out your desk. _____

Directions: What does FANBOYS stand for?

F= _____ A= _____ N= _____ B= _____ O= _____ Y= _____ S= _____

Directions: Combine the following sentences using a conjunction.

1. I love to dance. I dance every day.

   _____

2. Sprinkles is my best friend. Sprinkles loves to play with me.

   _____

3. We went to the movies. We saw a really good movie.

   _____

Directions: Circle the nouns in each sentence below.

1. Maria and Alex like to play Scrabble during indoor recess.
2. Ava wrote a wonderful story about horses.
3. Ricky's friends congratulated him on his first place trophy.

Directions: Circle the verbs in each sentence below.

1. Talia and Adam laughed at Mrs. Squire's joke.
2. Miss Edwards wrote the date on the board.
3. Falon is a wonderful student!

Directions: Circle the adjectives in each sentence below.

1. I created a beautiful masterpiece in art class.
2. John and Jake cleaned up the messy room.
3. The blue paint looked great on the nursery wall.

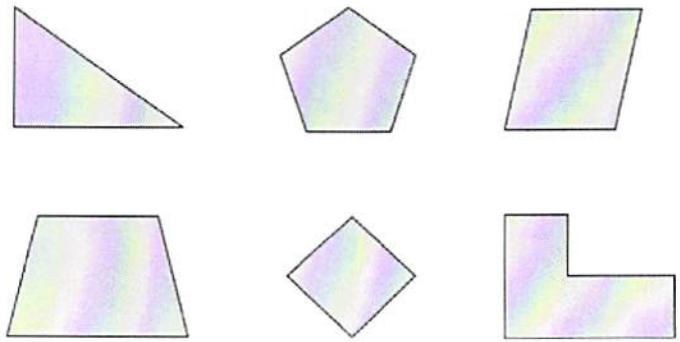
Directions: Circle the adverbs in each sentence below.

1. I enthusiastically raised my hand in class.
2. The boys and girls quickly ran to the playground.
3. The train suddenly stopped on the tracks.

Self Check:

- [ ] I reviewed all of my answers.
- [ ] I took my time.
- [ ] I wrote my name on the paper.
- [ ] I am an awesome student.

Practice: 4th Grade Name: _____

Derek buys 6 packages of meat for a barbecue. Each package has ⅞ of a pound of meat. How many total pounds of meat did Derek buy?	Which **three** shapes appear to have two sides that are perpendicular? Circle your answers. 
Find the quotient. 813 ÷ 3 = _____	Fund the sum. 3,907 + 2,654 = _____

Practice: 4th Grade Name: _____

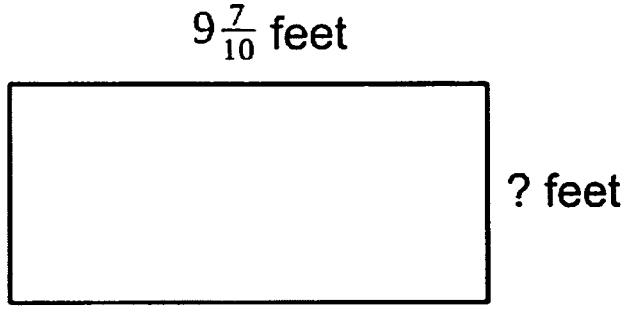
Find the product.

6,804 x 4 = _____

Find the difference.

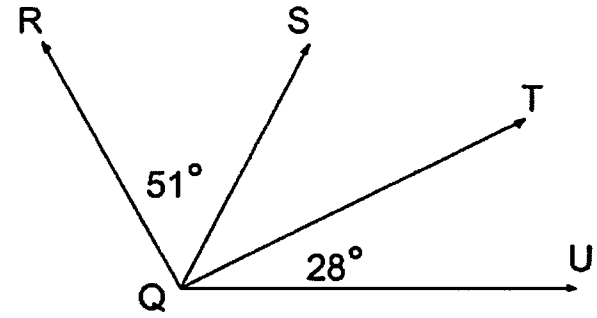
8,043 - 1,775 = _____

The model shows Adrianna's garden.



The perimeter of the garden is $26\frac{2}{10}$ feet. What is the width, in feet, of the garden?

The measure of angle RST is 118°.



The measures of angles RQS and TQU are shown. What is the measure of angle SQT?

Practice: 4th Grade Name: _____

Which numbers make the comparison true?

$$32{,}656 < \square$$

Select the **two** correct answers.

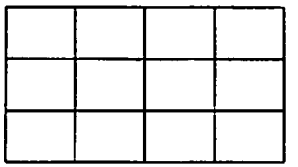
a. 32,566
b. 32,665
c. 33,256
d. 31,965
e. 32,609

Steven makes 8 banners as part of an art project. He uses $\frac{4}{5}$ of a yard of fabric for each banner. What is the total amount of fabric, in yards, that Steven uses to make all 8 banners?

Select the **three** number sentences that correctly compare two fractions.

a. $\frac{2}{5} > \frac{1}{2}$
b. $\frac{3}{8} < \frac{2}{5}$
c. $\frac{1}{2} > \frac{3}{8}$
d. $\frac{3}{8} > \frac{1}{2}$
e. $\frac{1}{2} > \frac{2}{5}$

Megan baked a cake and cut it into equal pieces as shown.



Megan gave ¼ of the cake to her little brothers. Explain how you can use the model to show ¼, then write a fraction that is equivalent to ¼.

_____

_____

_____

Practice: 4th Grade Name: _____

Find the difference. 6,215 - 4,892 = _____	Allison is building a shelf using two boards she found. The first board is $\frac{7}{10}$ of a meter long. The second board is $\frac{23}{100}$ of a meter long. What is the combined length, in meters, of the two boards?
Allison is making fruit drinks for her friends. Each fruit drink is made with $\frac{3}{5}$ cup of strawberries and $\frac{1}{5}$ cup of blueberries. If Allison is making fruit drinks for 6 friends, how many cups of fruit will she need?	Which two equations represent the statement "54 is 9 times as many as 6"? a. 54 = 9 − 6 b. 54 = 6 x 9 c. 54 = 9 + 6 d. 54 = 6 + 9 e. 54 = 9 x 6

Practice: 4th Grade. Name: _____

Ten numbers are shown in the box.

1	3	6	9	18
30	36	51	63	72

Which list shows all of the multiples of 9 that are shown in the box

a. 1, 3, 9
b. 9, 18, 36, 72
c. 3, 9, 18, 63, 72
d. 9, 18, 36, 63, 72

Harrison ran $\frac{8}{10}$ of a mile on Tuesday.
Jamar ran $\frac{78}{100}$ of a mile on the same day.
Who ran further? Explain how you know.

_____

_____

_____

Find the sum.

8,594 + 5,418 = _____

Select the **three** choices that are factor pairs for the number 42.

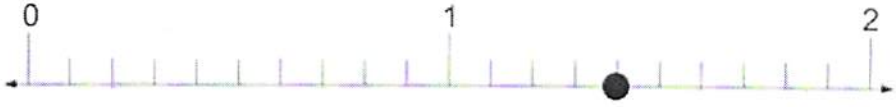
a. 1 and 42
b. 2 and 21
c. 3 and 17
d. 4 and 11
e. 6 and 7
f. 8 and 4

Practice: 4th Grade Name: _____

Which fraction is equal to $\frac{4}{5}$?

a. $\frac{4}{10}$
b. $\frac{5}{4}$
c. $\frac{5}{10}$
d. $\frac{8}{10}$

The point on the number line shows the sum of two fractions.

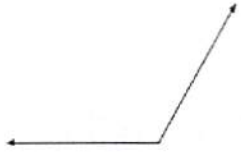


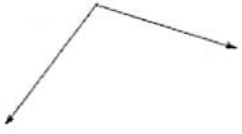
Which expression has the same sum?

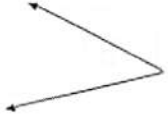
a. $\frac{8}{10} + \frac{4}{10}$
b. $\frac{7}{10} + \frac{7}{10}$
c. $\frac{4}{4} + \frac{10}{4}$
d. $\frac{4}{8} + \frac{8}{8}$

Which angle most likely has a measure of 40°?

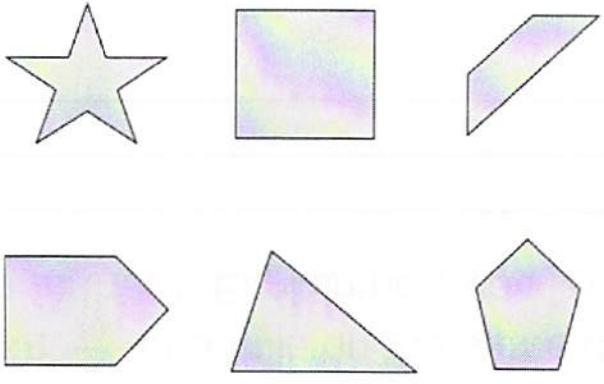
A.

C. 

B. 

D. 

Which **three** shapes appear to have sides that are parallel? Circle your answers.



Practice: 4th Grade Name: _____

Which expression is equivalent to $5 \times \frac{3}{8}$?

a. $15 \times \frac{1}{4}$
b. $15 \times \frac{1}{8}$
c. $15 \times \frac{1}{2}$
d. $3 \times \frac{5}{4}$

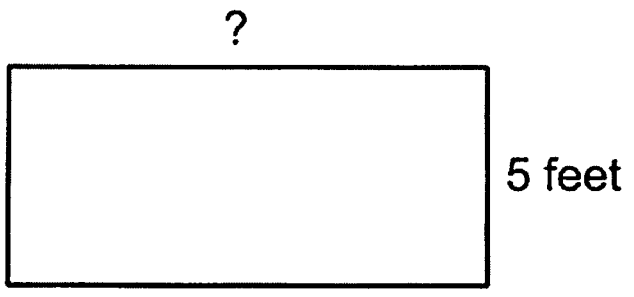
F ind the sum.

5,875 + 635 = _____

The value of the digit 6 in the number 27,694 is 10 times the value of the digit 6 in which number?

a. 4,609
b. 36,890
c. 268,200
d. 523,160

The area of Elizabeth's garden is 60 square feet. The garden has a width of 5 feet as shown in the diagram.



What is the length, in feet, of the garden?

Practice: 4th Grade Name: _____

Which pairs of fractions show a correct comparison? Select the **two** correct answers. a. $\frac{5}{8} > \frac{8}{12}$ b. $\frac{5}{8} = \frac{20}{32}$ c. $\frac{5}{8} = \frac{96}{100}$ d. $\frac{3}{8} < \frac{50}{100}$ e. $\frac{3}{8} > \frac{2}{5}$	Which **three** comparisons are correct? a. 0.6 meter > 0.35 meter b. 0.33 meter < 0.5 meter c. 0.5 meter < 0.50 meter d. 0.85 meter > 0.9 meter e. 0.45 meter > 0.4 meter f. 0.3 meter < 0.21 meter
Find the quotient. 783 ÷ 9 = _____	A football team had 352 first downs in the 2018 season. This was 8 times as many touchdowns as they scored. How many touchdowns did they score during the 2018 season?

Two Step Problems

Name:

Solve each problem.

11	24	17	26
47	26	29	23

1) A baker made 2 batches of chocolate chip cookies. Each batch had 6 cookies in it. Then he made an additional 5 oatmeal cookies just in case someone didn't want chocolate chip. How many cookies did he bake total?

2) At the arcade Megan had 5 tickets she saved from the last time she went. This time she played a game 6 times and earned 7 tickets each time she played. How many tickets does she have now?

3) It takes 3 ounces of cheese to make a burrito and 2 ounces for a taco. If you wanted 9 burritos and 1 taco how many ounces of cheese would you need?

4) A music teacher had 5 recorders, but she decided to buy 3 more boxes with each box having 2 recorders in it. How many recorders did she have after buying the 3 boxes?

5) While playing a game Cody defeated 3 enemies. Each enemy earned him 7 points. Then he got another 2 points for completing the level. How many points did he earn total?

6) A pet store sold 2 kittens and 1 puppy over the weekend. The kittens sold for $9 each and the puppy sold for $8. How much money did they earn from selling the pets?

7) Jerry earned 5 dollars for every lawn he mowed. If he mowed 3 lawns and he already had 9 dollars saved up, how much money does he have total?

8) Before lunch a waitress had already earned $6 in tips. After lunch she had 5 customers and each customer gave her a 4 dollar tip. How much money did she earn total?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1-8	88	75	63	50	38	25	13	0

Warm-Up 10

What's the Problem?

Six sea scouts cleared the litter from their local beach last Saturday. Jason collected 19 bags of litter. Joshua collected 15 more bags than Jason and 1 less bag than Arlene. Brandon collected 9 more bags than Arlene and 3 more than April. Keith collected 5 less than Joshua.

How many bags did each scout collect?

_____ _____

_____ _____

_____ _____

A drawing or diagram can help you "see" the problem more clearly. You can use simple pictures or symbols. Diagrams and pictures help you keep track of information in problems that take more than one step to solve.

Draw a diagram in the space below to show your work.

Work It Out

How I Solved the Problem

Name: _____

Rosa Parks

Rosa Parks helped change the laws in America. Because of her actions, everyone in America has equal rights.

Rosa Parks was a black woman born in 1913 in Alabama. At that time there were laws segregating black and white people. Segregating means keeping them apart.

Rosa Parks went to a school with all African American students. Whites and blacks were forced to go to different schools. After she got her high school diploma, she helped her family earn money by working as a seamstress in a department store.

Rosa Parks became famous when she was sitting on a bus and refused to give up her seat to a white man. There was a law in Alabama that said black people had to leave their seat on a bus if a white person wanted to sit down. She believed she had dignity and whites were not better than her because she was black.

Rosa Parks was arrested for not giving up her seat. She still felt she did the right thing. After that, all African Americans boycotted the bus for over a year. They also held many peaceful protests. Martin Luther King, Jr. also helped in the protests.

Rosa Parks believed everyone should be treated equally and refused to give up her seat on the bus.

A year later, the Supreme Court ruled that segregation was illegal. Now whites and blacks could go to the same schools. They did not have to give up their seats on buses. They had the same rights as everyone else in America.

Rosa Parks is considered a hero today because she believed everyone should be treated equally. She was honored in 1996 by President Bill Clinton, who gave her the Presidential Medal of Freedom, the highest honor a citizen can receive.

Name: _____

Rosa Parks

Answer the questions in complete sentences.

1. Where was Rosa Parks born?

_____

_____

2. Why didn't she give up her seat?

_____

_____

3. What happened when Rosa didn't give up her seat?

_____

_____

4. Who decided that segregation is illegal?

_____

_____

5. The fifth paragraph says that African Americans boycotted the bus for over a year. What do you think boycott means?

_____

_____

6. How did President Clinton honor Rosa Parks?

_____

_____

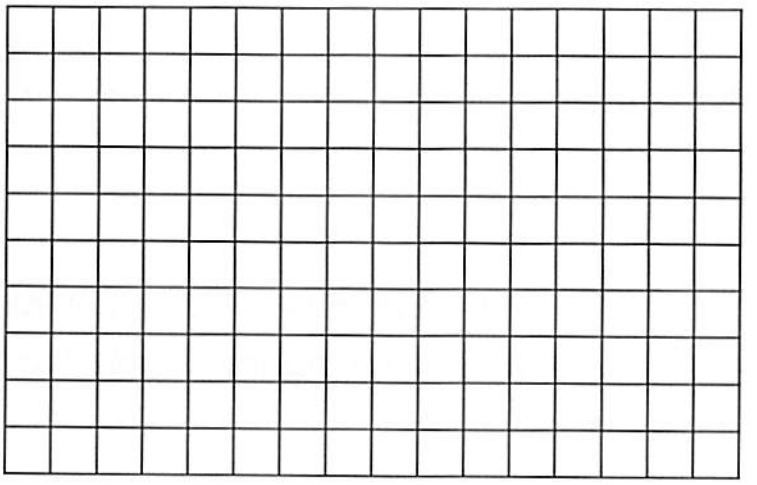
Math Connections

Name: _____ Date: _____

Changes to an ecosystem, such as a forest fire, can cause some animals to leave and other animals and plants to perish. This can affect the flow of energy in a food web.

The food web below shows the flow of energy between the Sun, prairie grass, deer, and coyotes. This food web is present in many of the national forests in Texas.

1. The diagram below shows an area of forest that supports deer. Each square represents 1 acre of land. What is the land's area? Determine the length and width of the land in acres; then multiply them to find the area. _____ acres



2. If it takes 8 acres of land to support one deer, how many deer does this habitat support? _____ (Write an equation and solve it to find the answer.)

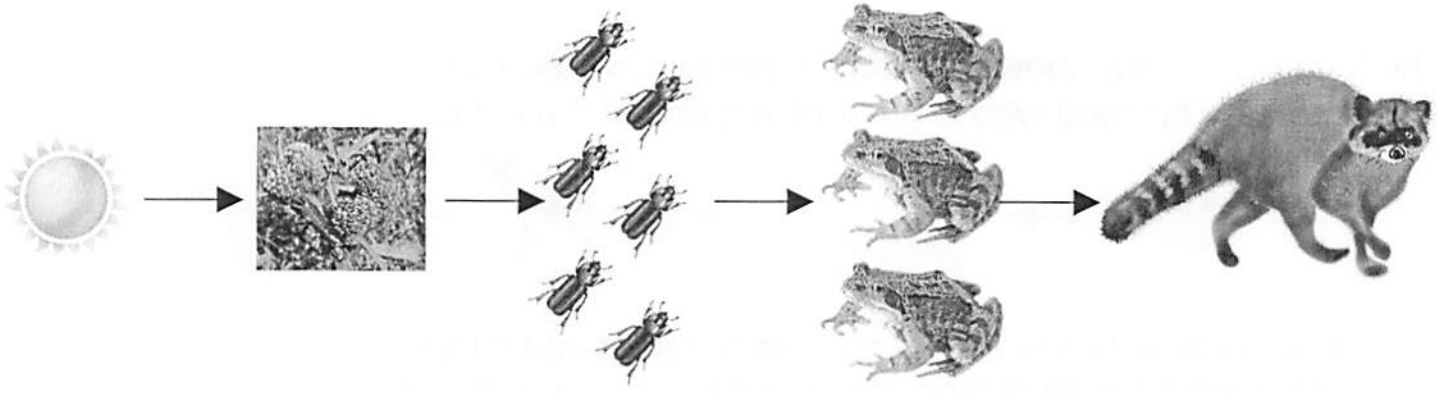
3. Suppose a forest fire affects ¼ of the area, and all of its vegetation is burned. Shade in ¼ of the squares. How many squares did you shade? _____

4. How many deer would no longer be supported as a result of the fire? _____

5. If three coyotes can feed on one deer, how many coyotes would be affected by the fire? _____

Math Connections

The food chain below shows a raccoon that can eat about three frogs per day. The frogs each eat about six beetles per day. The beetles eat the seeds from the milkweed plant, which receives its energy from the Sun.



6. How many frogs would 24 beetles feed, if each frog eats six beetles? _____

7. How many raccoons would 18 frogs feed, if each raccoon eats three frogs? _____

8. Assuming that six beetles can feed on one milkweed plant, how many frogs would die if three milkweed plants were removed from the food chain?

9. What would happen to the raccoons if 27 frogs were taken out of the food chain? _____

10. What types of animals will be affected if the milkweed plant dies out? _____

Art at Home Choice Board - from Mrs. Thornton

High Tide Artists,

I miss all of you already. I cannot wait to see you all back in my classroom. In the meantime, I want you to continue to be creative, remember what we have learned, and have fun completing your art assignments. Complete 1-2 activities per week. Color in the box for each activity you complete. Use materials you have on hand, pencils, paper, crayons, or markers. Have a parent or guardian sign the box when you've finished your activities & bring this paper to school when we return. I would love to see how you are being creative, please feel free to send me pictures of your assignments to lthornton@longcountyschools.org

Create an Animal out of Play Doh, clay, or slime.	Draw a Picture of a friend or a family member.	Read a Book and Draw your favorite part of the story.	Draw a super cool Ice Cream Sundae.	Design a Paper Airplane. Color it with images or patterns.
Create a Chalk Drawing outside.	Make a Pattern out of objects you have around the house.	Draw your Name in bubble or block letters. Fill the letters with cool designs or patterns.	With Parents' permission Look Up 'Art with Mati and Dada' on YouTube. Watch a video about 1 of the famous Artists.	With Parents' permission Look Up 'Art for Kids Hub' on YouTube. Watch a Video & Draw Along with them.
Make a Robot from Recycled Materials or objects you have found inside or out.	Create a Craft with a family member. Make it a Spring or Summer Craft.	Draw a Really Big Hamburger with lots of crazy toppings.	Create a fun mask out of paper. Make it colorful.	Create a Sculpture out any item. Make it as tall as you can.
Draw a Pop Tart lifting weights.	Draw a Donut caught in a rainstorm of Sprinkles.	Create a Collage of your favorite things. Use magazine photos.	Create a Puppet out of a Paper Bag.	Draw a fish swimming in something other than water.
Do a Google search for 'Op Art Hand.' See if you can create your own.	Make a list of all the words you can think of that have to do with Art. Try to think of at least 25.	Make a Color Wheel out of items in your house using the 6 main colors: Red, Orange, Yellow, Green, Blue, Purple. Take a photo of your finished color wheel	Create a picture of a wave out of outside materials (leaves, rocks, sand, sticks, flowers). Go Blue Tide!	Draw a Garden of Lollipops,
Design Your Own Emoji.	Draw your Favorite cartoon or video game character. Make sure it's school appropriate!	Use the numbers 1 through 10. Try to turn each number into a drawing.	Use all the letters from A-Z. Draw something for each letter that starts with that letter.	Create some kind of Art using a Paper Plate. Make it colorful!

Name _____ Homeroom Teacher _____

HIGH TIDE ARTIST'S

GALLERY of GRATITUDE

HIGH TIDE ARTISTS,
I CANNOT TELL YOU HOW MUCH I AM GOING TO MISS EACH OF YOU. I CANT WAIT TO HAVE YOU IN MY CLASS AGAIN. TAKE TIME DURING OUR UNEXPECTED BREAK TO PRACTICE BEING CREATIVE. COMPLETE THIS GALLERY OF GRATITUDE TO REMIND YOURSELF OF ALL THE THINGS YOU HAVE TO BE THANKFUL FOR.
LOVE, MS. T

DRAW SOMETHING that makes you happy.

Draw someone who HELPS YOU.

DRAW A happy memory.

DRAW YOUR favorite place.

DRAW YOUR friends.

DRAW YOUR favorite food.

DRAW YOUR favorite feature.

DRAW YOUR favorite candy.

DRAW SOMETHING you are grateful for.

DRAW SOMETHING you like to do outside.

DRAW your family.

DRAW your favorite book.

DRAW something that grows.

DRAW YOURSELF!

DRAW something that makes you SMILE.

DRAW YOUR favorite animal.

BE ACTIVE KIDS®

and

NC STATE Design

NLI

NATURAL LEARNING INITIATIVE

25 Fun Things to do on Pathways

Primary pathway attributes:
(From the Natural Learning Initiative's Green Desk Designing Pathways InfoSheet)

- Looped. No dead ends.
- Curvy. Avoid sharp corners, straight-aways, and bottlenecks. Gently curving forms integrated with adjacent plantings and other play settings provide an interesting experience and stimulate exploration.
- The inside radius of the pathway should be no less than 10 ft.
- Connected to and centered on entrances and exits.
- Linked to primary play and learning settings and important landmarks.
- Wide enough to accommodate intense pedestrian and wheeled-toy traffic, helping children stay on the pathway and pass each other without conflict.
- Preschool: 5 ft. minimum width
  Infant/Toddler: 4 ft. minimum width
- Located to allow sufficient room for settings and plantings, both inside and outside the pathway.
- Offset from sand play, walls, ball courts, and fences. Provide a 3 ft. minimum buffer, planted or otherwise, between very active settings (i.e. ball courts), and immovable objects (i.e. fences, trees and walls).
- Provide buffers between hard surface pathways and sand play to avoid creating slippery surfaces.
- Smooth and flat. Longitudinal slopes should be gentle to accommodate the safe use of wheeled toys. In extremely flat areas provide positive drainage.

1. Ride a **trike**
2. Take a **walk**
3. **Skip** along the pathway
4. **Chase** a friend
5. Roll a **hula-hoop**
6. Putt a "golf ball"
7. **Gallop** like a horse
8. **Dodge** friends who are on the pathway
9. Play **tag**
10. **Pretend** to be driving a boat or flying an airplane
11. Create a **racetrack** and have a race
12. Walk **backwards**
13. Push a friend on a **scooter board**
14. Pull a friend in a **wagon**
15. **Collect treasures** and sticks in the wagon along the path
16. Pretend the pathway is a **bridge** and you have to dodge the alligators along the sides
17. Act out the **Be Active Kids Characters** along the path
18. **Hop** on one foot
19. Set up **cones** or other objects and make an obstacle course
20. **Dribble** a soccer or basketball
21. Play **leapfrog** with friends
22. **Push** a stroller or cart
23. **Draw** with sidewalk chalk
24. Push a **truck** around
25. Flip or roll a **tire**

www.beactivekids.org
facebook.com/beactivekids
pinterest.com/beactivekidsnc

BLUE CROSS AND BLUE SHIELD OF NORTH CAROLINA FOUNDATION'S BE ACTIVE KIDS

ncCAN!
NC Children and Nature Coalition

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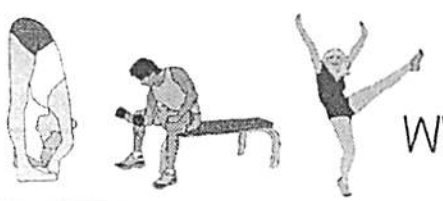
Fitness Fun!

My Goal: Complete each exercise every day.

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
15 Jumping Jacks	___	___	___	___	___	___	___
15 Sit Ups	___	___	___	___	___	___	___
15 Squats	___	___	___	___	___	___	___
15 Lunges	___	___	___	___	___	___	___
15 Push Ups	___	___	___	___	___	___	___
15 Toe Touches	___	___	___	___	___	___	___
15 Leg Raises	___	___	___	___	___	___	___
15 Arm Circles	___	___	___	___	___	___	___
15 Knee Raises	___	___	___	___	___	___	___
Play Outside 30 min.	___	___	___	___	___	___	___



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