

OAKLAND CUSD #5

4TH GRADE
APRIL 20-24, 2020

JESSICA GRANT

Week of April 20-24, 2020

Mrs. Grant 4th Grade

Please pick 1 out of the 3 activities to do for the week. Please email me a picture of your child's work or activity or submit to the homework box that is located in the Lake Crest foyer. Please email me at jessica.grant@oakland5.org if you have questions!

Class	Choice 1	Choice 2	Choice 3 (Enrichment)
Math	Comparison fraction worksheet	Reducing fractions worksheet (A)	2 Rounds of Xtra math
Science	Parts of a plant cut page. (2 pages) Definitions will go behind the flaps of the flower.	Plants need animals worksheet	Draw and label the life cycle of a tree or plant. Must include the seed, seed with leaf, seedling, small tree, growing tree, mature tree with fruit that contains seeds.
Language	Draw a picture of your pet and then write 10 adjectives to describe them. Write 2 sentences about your pet and underline the nouns.	ABC adjectives. Write an adj. for every letter of the alphabet. Ex: A-amazing B-beautiful	Create a new name for all of your classmates using an adjective to describe them. Ex: Mrs. Coffey- Happy No mean names!
Social Studies	Pretend you are a Native American. Journal at least 5 entries of what you do every day. What do you eat? Hunt? Build?	Read the Wampum passage and complete the worksheet	Research a Native American tribe of your liking. Complete the 1 page presentation paper describing where you live and your lifestyles.
Reading	Read 2 chapters of a book and draw the setting. Write 3 sentences describing what is happening.	Pick 2 choices off of the choice board	Read about the tribes of the Great Plains and answer the 5 questions about it.

Name : _____

Score : _____

Teacher : _____

Date : _____

Write the Correct Comparison Symbol ($>$ or $<$) in Each Box

1) $\frac{6}{7}$ $\frac{2}{7}$

9) $\frac{3}{5}$ $\frac{2}{5}$

2) $\frac{1}{3}$ $\frac{1}{10}$

10) $\frac{1}{8}$ $\frac{1}{5}$

3) $\frac{8}{12}$ $\frac{1}{12}$

11) $\frac{1}{3}$ $\frac{1}{4}$

4) $\frac{1}{4}$ $\frac{1}{7}$

12) $\frac{2}{3}$ $\frac{1}{3}$

5) $\frac{2}{6}$ $\frac{2}{8}$

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

6) $\frac{4}{6}$ $\frac{3}{6}$

14) $\frac{2}{4}$ $\frac{3}{4}$

7) $\frac{5}{7}$ $\frac{2}{7}$

15) $\frac{1}{9}$ $\frac{1}{4}$

8) $\frac{3}{6}$ $\frac{3}{8}$

16) $\frac{7}{11}$ $\frac{10}{11}$

When the denominators are the same, the fraction with the _____ is the largest fraction.

When the numerators are the same, the fraction with the _____ is the largest fraction.

Reducing Fractions (A)

Instructions: Reduce each fraction to its lowest terms.

$$\frac{2}{4} =$$

$$\frac{35}{40} =$$

$$\frac{10}{16} =$$

$$\frac{8}{36} =$$

$$\frac{18}{20} =$$

$$\frac{4}{36} =$$

$$\frac{6}{9} =$$

$$\frac{2}{10} =$$

$$\frac{3}{30} =$$

$$\frac{44}{48} =$$

$$\frac{5}{15} =$$

$$\frac{10}{35} =$$

$$\frac{10}{45} =$$

$$\frac{6}{14} =$$

$$\frac{28}{32} =$$

$$\frac{20}{24} =$$

$$\frac{5}{15} =$$

$$\frac{4}{32} =$$

$$\frac{30}{35} =$$

$$\frac{3}{6} =$$

$$\frac{14}{24} =$$

$$\frac{18}{20} =$$

$$\frac{14}{18} =$$

$$\frac{5}{35} =$$

$$\frac{4}{40} =$$

$$\frac{35}{50} =$$

$$\frac{2}{18} =$$

$$\frac{2}{4} =$$

$$\frac{2}{6} =$$

$$\frac{2}{14} =$$

$$\frac{28}{40} =$$

$$\frac{4}{28} =$$

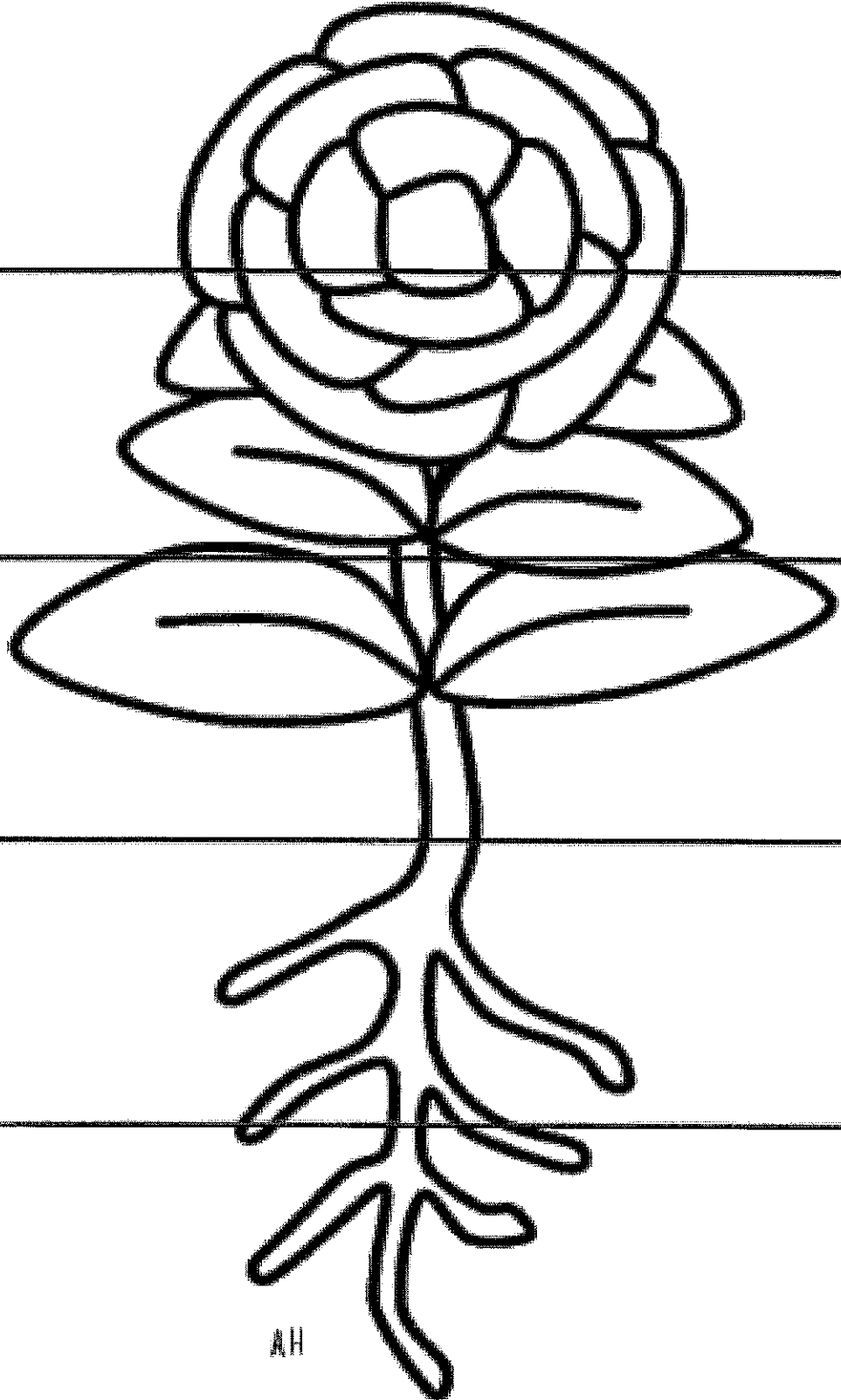
$$\frac{45}{50} =$$

$$\frac{12}{28} =$$

$$\frac{12}{40} =$$

$$\frac{25}{60} =$$

Parts of a Plant



AH

Parts of a Plant

(Novice)

supports the flower

main support of a plant

holds the plant in place

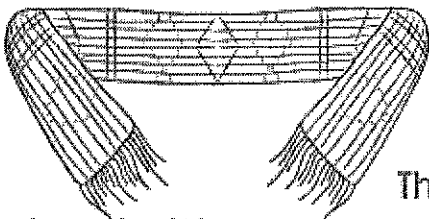
produces seeds

makes food for the plant

NATIVE AMERICANS: WAMPUM

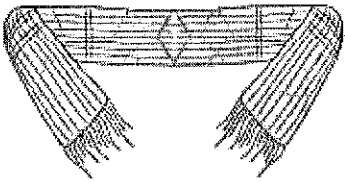
Through the years, wampum has served many purposes. Wampum was small white and purple-black beads. The purple-black beads were made from the quahog clam. The white beads were made from the univalve whelks. These beads were made by the Native Americans tribes who lived along the Atlantic coast, the Iroquois, and later by early settlers in North America.

The Native Americans used wampum as a form of decoration. Wampum was strung in a single strand or woven in a pattern on belts, headbands, or bracelets. The patterns often had special meaning or told a story. Wampum had other purposes. Belts with wampum were often given when two groups had reached a peaceful treaty. A potential husband gave wampum to the family of the woman he would like to marry.



Wampum had a new purpose when the Europeans arrived in North America. Wampum was used as a money substitute. The colonies attempted to standardize the value of wampum.

There were strands of wampum and individual beads. Wampum eventually lost its value as currency because anyone could make his or her own money. Plus the quality of the beads varied greatly because different people were making wampum. By 1700, wampum was no longer accepted as payment for goods or services.



Name: _____

NATIVE AMERICANS: WAMPUM

1. What was the main idea of this passage? _____

Why do you think it was the tribes along the Atlantic coast that made and used wampum?

3. Why did the Native Americans use wampum woven on belts to tell stories?

4. Compare wampum to the currency that we use. How are they alike and different?

The _____ Tribe

By _____



Location:

Customs, rituals, and way of life:

Houses were called _____.

They were made of

Natural resources found in this area were

Name _____

READING CHOICE BOARD

Unit 1 - Week 2

Make a prediction based on what you read.

What character do you have the most in common with? Why?

What genre is the text you're reading? How do you know?

Draw a picture to show the setting of your text.

Describe one inference you made while you were reading.

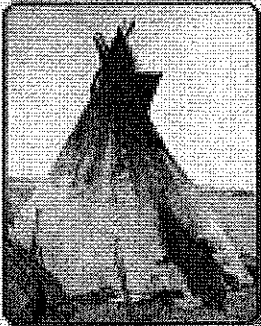
What character is most important to your story? Why?

Why do you think the author wrote this text?

What problem is the main character facing?

What is something new that you learned from your text this week?

Name: _____



Many Plains tribes lived in tent-like homes called teepees or tipis.

Some of the tribes of the Great Plains

Arapaho	Kiowa
Apache	Lakota
Blackfoot	Mandan
Cheyenne	Pawnee
Comanche	Wichita



Buffalo were important to the tribes of the Great Plains.

Tribes of the Great Plains



The Great Plains of the United States was home to many different tribes of Native Americans. The plains stretched from the central part of Texas in the south into Canada in the North. Covering over a half million square miles, it featured level grassland with few trees.

The Native Americans who lived on the Great Plains were mostly nomadic hunters, meaning they moved from place to place to follow wildlife. They lived in portable homes, called teepees or tipis, which could be taken apart and carried to a new location.

The Spanish explorers of the 16th century brought horses to North America. The Plains tribes obtained horses through trade, capture or other means. By the 18th century, the introduction of horses had radically changed the culture of the tribes. Horses became a symbol of wealth. The tribes in the southern Great Plains often had large numbers of horses. This meant they must constantly move to find new grazing areas for their horses.

The horse also changed hunting styles. The tribes hunted elk, deer, and buffalo. Buffalo were difficult to hunt on foot. With the arrival of horses, the Native Americans could more easily hunt buffalo. As a result, buffalo hunts were more successful, and the people prospered.

The westward movement of the United States changed the tribes forever. Large hunts by white Americans killed so many buffalo that the animal was almost extinct by the end of the 19th century. The Plains tribes had a difficult time finding enough buffalo to feed their people.

The late 1800s was a difficult time for the Native Americans. Their main food source, the buffalo was gone. Their land was now covered with farms and ranches. After many battles with the U.S. Army, many of the Plains tribes were forced to settle on reservations, which was land assigned to them by the U.S. government.

Answer the questions below.

1. What does nomadic hunters mean?

2. Who introduced horses to North America?

3. What were the portable homes called?

4. Why were buffalo almost extinct?

5. What are reservations?

Week of April 20-24, 2020

Mr. Anderson

Please pick 3 out of the 6 activities to do for the week, 3 activities per week. Please take a picture or a short video of your child performing the activity. Along with the video/picture, include the date as well when submitting to my email/phone. Your child may also write a few sentences about the activity if you don't have access or feel comfortable sharing electronically. I'm really excited to see what you are doing. Miss all of you, STAY SAFE.

My email is brian.anderson@oakland5.org, my phone number is 217-218-5420 or submit the written reflection to the homework box located in the Lake Crest foyer.

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
4 th PE	Take a Walk (at least 20 minutes)	Take a bike ride (at least 20 minutes)	Running or walk/jog combination down the road, around the block, around town, etc. (at least 20 minutes)	Abdominal Workout = 4 sets of each and move on to the next exercise. 30 seconds on and 30 seconds of rest. <ol style="list-style-type: none"> 1. Crunches 2. Bicycles 3. BusDrivers 4. Scissors 5. Plank 	15 minute Push-up challenge & 5 minute Body Squat challenge. (As many push-ups/body squats as you can get done in the allotted time. Chart your #'s/sets. Rest when needed.	Any other physical activity that you can think of around the house/garage. (BE CREATIVE) (20 min. minimum) -yard work, basketball, creative ways to weight lift, trampoline, etc. *YouTube is a great resource for finding activities w/ limited equipment.

Week of April 20-May 1, 2020
4th Grade Art
Mrs. Sweeney

Please pick 1 out of the 3 activities to complete every other week. Please email me a picture of your child completing the activities or submit the activity to the homework box located in the Lake Crest foyer. Some of the art projects require supplies. Please feel free to improvise if you do not have the required supplies, or reach out to me or the office and we will work together to get you what we need. Some basic supplies will be available for pick-up in the Lake Crest foyer.

Please email me at jill.sweeney@oakland5.org or call the school and leave a message, and I will give you a call as soon as I can.

My Office Hours: Monday – 8-10am

School Office Hours: Monday – Thursday 7:30-11:30

Tuesday – 10-12am

Wednesday – 8-10am

Class	Choice 1	Choice 2	Choice 3
4 th Grade	Drawing Prompt	Barn Drawing	Picasso Cardboard Face

4th/Art / April 20 - May 1

Sweeney

10/4

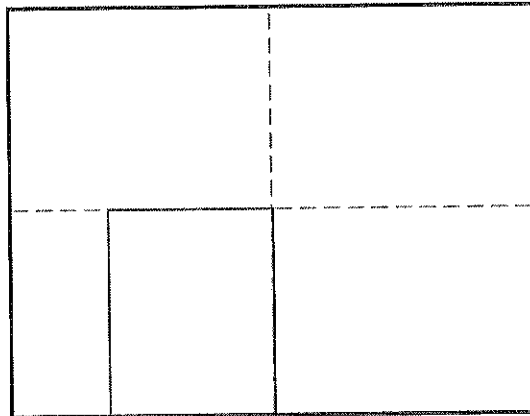
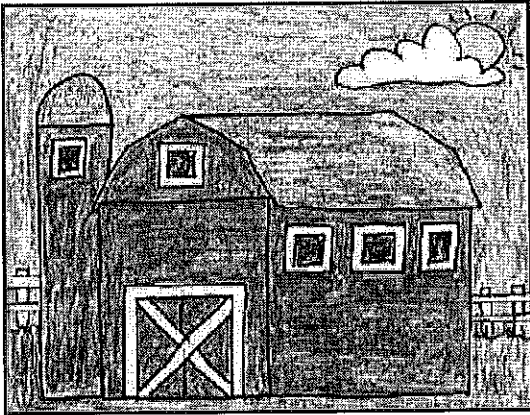
Drawing Prompts

Pick 3 different drawing prompts and draw them on separate pieces of paper. Tell a picture story by adding details, color and filling the paper.

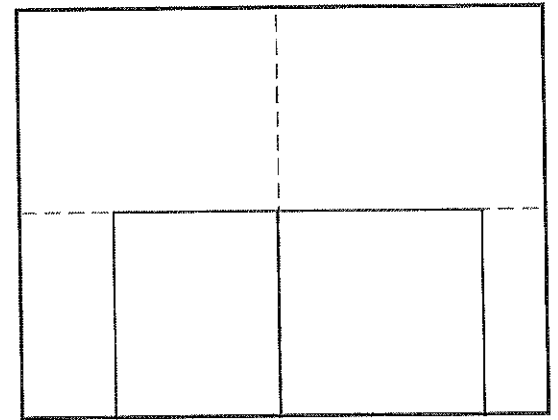
<p><u>APPLE</u> Perfect & Pretty OR Rotten & Wormy</p>	<p><u>MIXED UP ANIMAL</u> 2 or more animals combined to make a crazy creature</p>	<p><u>Me & My Family</u> Draw a picture of you and your family. (this can your include pets)</p>	<p><u>ROCKET SHIP</u> Create an amazing rocket with patterns & designs</p>	<p><u>DREAM HOME</u> If you could create your dream home, what would it look like?</p>
<p><u>MONSTER FOOD</u> Your favorite food is attacking the city! What does that look like?</p>	<p><u>UNDERWATER CREATURES</u> Real OR imaginary</p>	<p><u>Me & My Favorite Room</u> What is your favorite room?</p>	<p><u>SUPER SUB</u> Create a submarine searching the sea! (sharks, fish, and more)</p>	<p><u>FUTURE CITYSCAPE</u> It can be on earth or another planet! Make sure it has lots of buildings & looks busy!</p>
<p><u>SWEET TREAT</u> What sweet treat do you like to eat? Icecream, cake, cookie, pie...all of them??</p>	<p><u>FISH BOWL</u> This fish has the coolest bowl in town! Make an amazing underwater world & don't forget the fish!</p>	<p><u>Me & My Friends</u> What do you and your friends like to do together?</p>	<p><u>PIRATE SHIP</u> Sailing on the sea or a sunken ship!</p>	<p><u>CAMPING</u> You could be in a cabin or a tent, but either way it should be set in the woods.</p>
<p><u>MY FAVORITE MEAL</u> What is your favorite meal? More than 2 items & on a plate. Don't forget your drink!</p>	<p><u>FARM FRIENDS</u> Draw at least 4 farm friends hanging out by the barn.</p>	<p><u>Me & My Favorite Toy</u> Draw a picture of you with your favorite toy.</p>	<p><u>FLYING CAR</u> Create a flying car and show what it is flying over!</p>	<p><u>DESIGN A PLAYGROUND</u> Draw your dream playground!</p>
<p><u>Sandwich Tower</u> Draw a high stacked sandwich with at least 10 different items on it. They can be crazy items ...not all food!</p>	<p><u>PRINCE/PRINCESS PET</u> What royal pet will you draw? Will they have a crown? Will they have a throne? How will you make them look royal?</p>	<p><u>Me As A Grown Up</u> What will you do when you're a grown up? What job will you have?</p>	<p><u>TRACTOR TIME</u> Tractors are an important part of farm life! Show a tractor down on the farm.</p>	<p><u>Bird House Amusement Park</u> Birds Just want to have fun! Make an amazing bird house amusement park!</p>
<p><u>House of Food</u> Design a house that is completely made out of food...walls, roof, windows, and doors!</p>	<p><u>Zoo Crew</u> If you worked in a zoo, which animals would you try to spend the most time with? Draw you and the animals in their habitat.</p>	<p><u>Me When I'm 100 yrs old</u> What will you look like when you're a 100 yrs old?</p>	<p><u>HOT AIR BALLON</u> Create a hot air balloon floating over an amazing landscape.</p>	<p><u>MY STORE</u> If you had your own store...what would it be? What would it look like? What would the name be?</p>
<p><u>Raining Fruit</u> Fill a page full of different kinds of fruit.</p>	<p><u>Animal Surfer</u> Pick an animal to go surfing. Draw your animal riding a wave. Don't forget the swimsuit!</p>	<p><u>Me in a Costume</u> If you played dress up, what would you look like? Who would you be?</p>	<p><u>UFO</u> Aliens have landed...draw them and their UFO.</p>	<p><u>Delux Dog House</u> Design a dog house fit for a king!</p>

4th/Art/ April 20-May 1

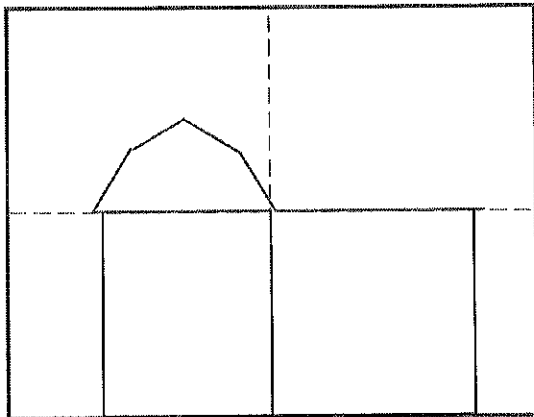
Draw a Country Barn



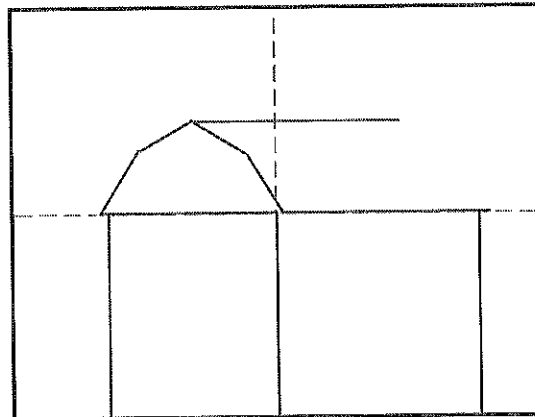
1. Make guide lines. Draw a square.



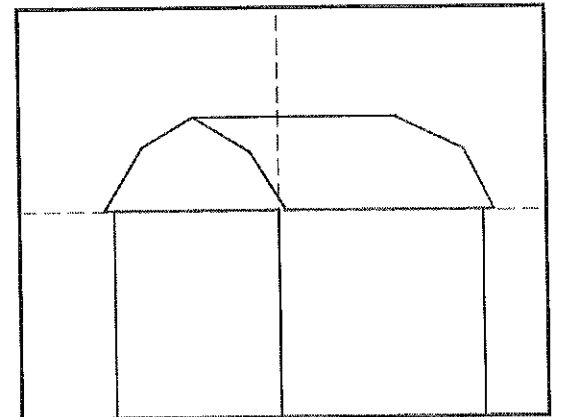
2. Add a rectangle to the right.



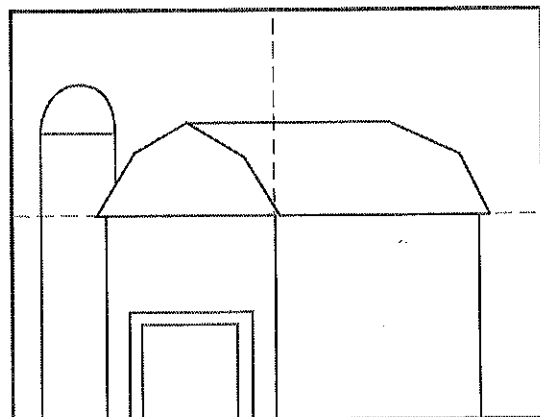
3. Draw front roof shape.



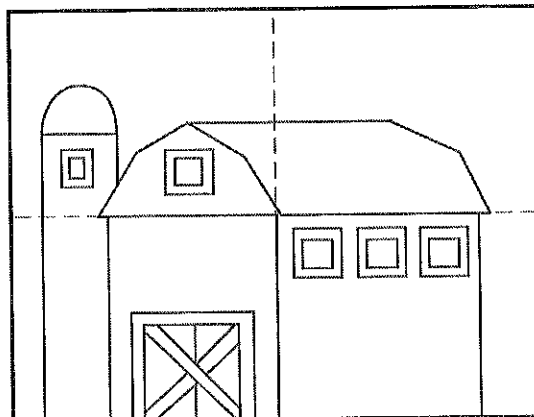
4. Draw the top roof line.



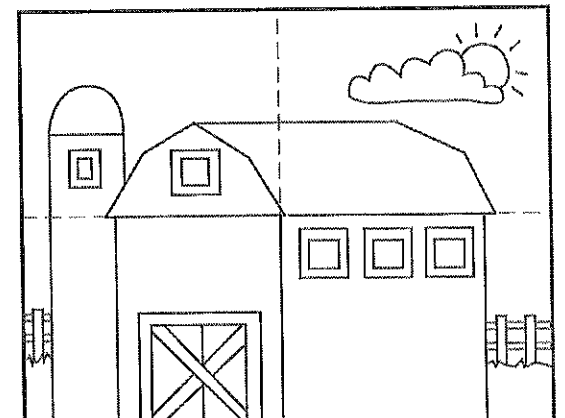
5. Draw angled roof side.



6. Draw the silo and door.



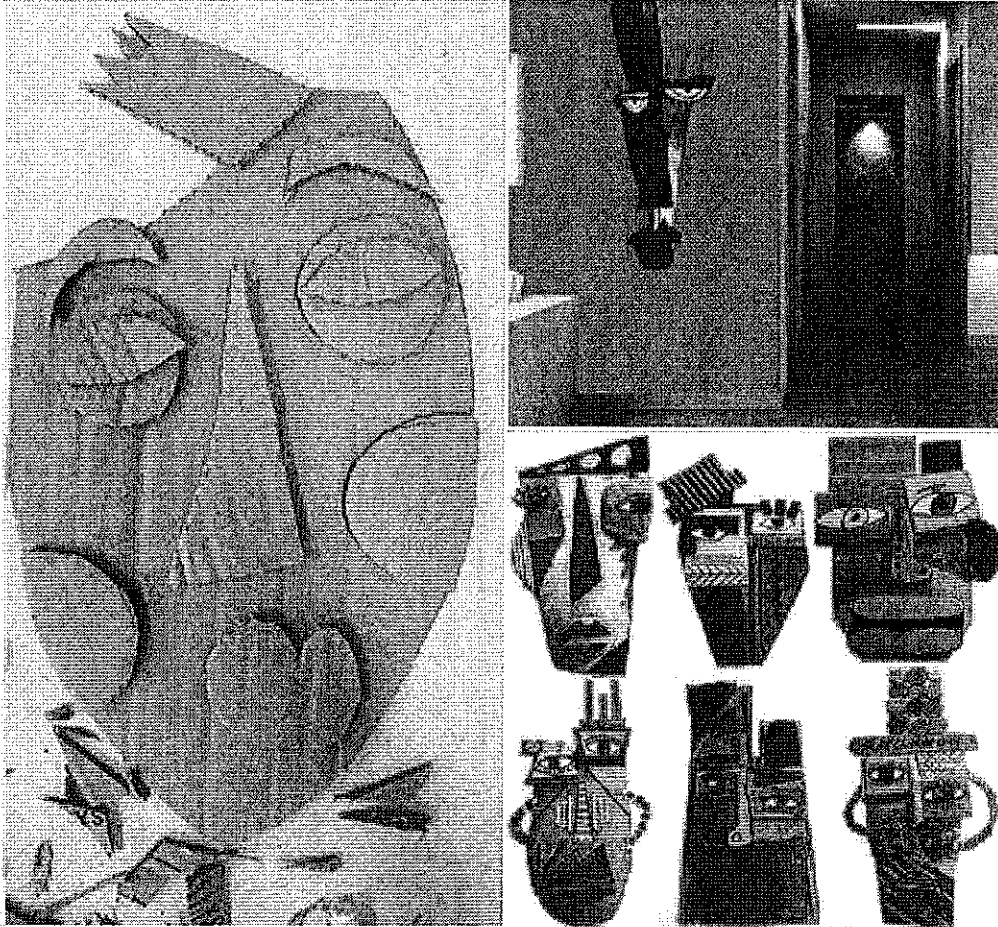
7. Finish the door and add windows.



8. Add the gate and clouds.

1 in 141
Lucy
2 of 4

Cubist Face with card board



Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. It is called **Cubism** because the items represented in the artworks look like they are made out of cubes and other geometrical shapes. **Cubism** was first started by Pablo Picasso and Georges Braque.

Materials:

Cardboard, can be from any box

Glue

Scissors

Paint or Markers

Directions:

1. Understand cubism. You can also look up Pablo Picasso and some of his cubist artwork.
2. You will be using geometrical shapes such as triangles, circles, squares, and some organic shapes.

3. Draw with a pencil a face shape about 9"x12". It does not have to be symmetrical.
4. Begin cutting out shapes for eyes (not the same size or shape), mouth, nose, eye brows, ears, hat, cheeks and/or anything else you would like to add.
5. Glue these pieces on.
6. Add a third layer of a few shapes such as eye ball, teeth, or addition on nose.
7. Glue these few pieces on.
8. Add bright color with paint, marker or crayon.
9. Can add black (sharpie works) lines for design and outline.

Have fun with this and use your imagination.

I can't wait to see what your artwork looks like.

Weeks of April 20-30, 2020

April Lee

Hello, again! I hope things are going as smoothly as possible for you and yours during these stay-at-home weeks. Reconnecting with our families is so precious.

In addition to the Options below, I have created a Facebook group called Lake Crest Music. I believe I have invited everyone K-5. Each day or so I try to find some activity we can do together. Send me an email or make a comment if you liked a particular activity.

To complete Options #1 & #2 students will need a pencil. This is similar to the composition projects we've done in class this year. Eight measures of 4/4 time using simple rhythms and solfege notes that we know. Please email me if you have any questions. For Option #3, check out the mystery for 3rd, 4th and 5th graders on the Lake Crest Music Facebook group called The Composer is Dead (in four parts). It requires you turn in a list of the instruments of the orchestra and their families.

Their work is due April 30th. Remember they are to do Art one week and Music the other.

My "office hours" are from 10:00 a.m. to noon on Mondays, Wednesdays, & Thursdays, but you can email me anytime with questions or concerns at april.lee@oakland5.org.

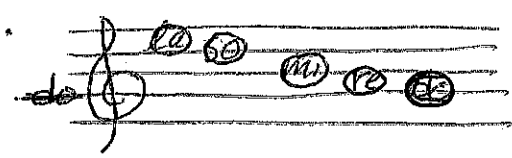
Class	Choice 1	Choice 2	Choice 3 (Enrichment)
4th Grade Music	Create a Melody (Start with rhythms & solfege)	Create a Melody pt. 2 (finish by drawing in the notes)	<u>The Composer is Dead</u> Lake Crest Music group on Facebook

Create a Melody Name _____

Use ♩, ♪, ♫, ♮ rhythms.

Use la, so, mi, re, do. It needs to be eight measures long in $\frac{4}{4}$ time. Don't forget a treble clef at the beginning of each line. I've done the first measure to get you started.

Don't forget a "the end" sign.



Handwritten musical notation on a staff showing a treble clef, a 4/4 time signature, and three quarter notes: 'so' on the second line, 'mi' on the third line, and 'do' on the fourth line. Above the notes are vertical lines indicating stems. A double bar line is at the end of the first measure.

Below the first staff are seven blank musical staves for writing the rest of the melody.