

OAKLAND CUSD #5

**4<sup>TH</sup> GRADE**  
**MAY 4 - 8, 2020**

JESSICA GRANT

# Week of May 4-8th, 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](mailto:jessica.grant@oakland5.org) if you have questions!

Class	Choice 1	Choice 2	Choice 3
Math	Complete the converting yds, feet, and inches worksheet	Converting yds, feet, and inches word problems worksheet	2 Complete Rounds of Xtra math
Science	Read the story about frogs. Do the 'Vanishing Wetlands' worksheet.	Read the story about frogs. Do the 'What's the Context' worksheet.	Go outside to watch and listen to animals all around you. Bring the 'Fieldwork Journal' and fill out all of the selections about wildlife around you.
Language	Write ½ of a page on ways that you can help out around the house. Use descriptive words and details to help you. Write your ½ page in cursive. Then do your part to help out!	Finish the 'Friendly Poem' worksheet page	Complete the framework spelling worksheet. Be sure to use a pencil as you might have to do some rearranging.
Social Studies	Read the story about Abe Lincoln and answer the comprehension questions that go with it.	Read the passage about Andrew Jackson and answer the 5 questions.	State Research Page. Look up an event that happened in the state of Illinois and fill out the graphic organizer
Reading	Read the comprehension sequencing page and put the events in order. Then answer the question at the bottom.	Design and draw your own comic book strip with the organizer in the packet	Get 5 in a row on the BINGO Reading sheet

# Convert between yards, feet and inches

## Grade 4 Measurement Worksheet

Note: 1 yard (yd) = 3 feet (ft); 1 foot = 12 inches (in)

Example: 18 in = 1 ft 6 in

Convert the given measures to new units.

1. 35 ft = \_\_\_\_\_ in
2. 60 in = \_\_\_\_\_ ft
3. 74 in = \_\_\_\_\_ yd
4. 36 yd = \_\_\_\_\_ in
5. 78 in = \_\_\_\_\_ yd
6. 41 ft = \_\_\_\_\_ yd
7. 82 yd = \_\_\_\_\_ ft
8. 8 ft = \_\_\_\_\_ yd
9. 81 in = \_\_\_\_\_ yd
10. 94 ft = \_\_\_\_\_ in
11. 79 yd = \_\_\_\_\_ ft
12. 96 in = \_\_\_\_\_ yd
13. 3 yd = \_\_\_\_\_ ft
14. 65 ft = \_\_\_\_\_ yd
15. 70 ft = \_\_\_\_\_ yd
16. 85 ft = \_\_\_\_\_ in
17. 41 ft = \_\_\_\_\_ in
18. 17 yd = \_\_\_\_\_ in
19. 7 yd = \_\_\_\_\_ ft
20. 66 in = \_\_\_\_\_ yd

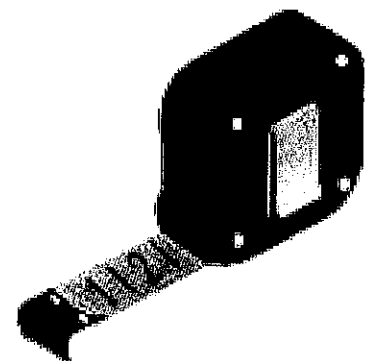
## Length word problems (feet & inches)

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### Grade 4 Word Problems Worksheets

Read and answer each question:

1. The flag pole outside the school is 12 feet tall. But the school decided to change to a taller flag pole that is 14 feet tall. How much taller is the new flag pole?
2. Carrie was 4 ft. 11 in. tall last year. She grew 6 inches in the past year. How tall is she now?
3. Jason's laptop computer is 15 inches long. The width is 3 inches longer than the length. What is the width of Jason's computer?
4. The pink poster is 1 ft. 4 in. wide and the blue poster is 19 in. wide. Which one is wider?
5. The bench is 3 ft. 1 in. long. If four benches are put alongside in the gym, what is the total length of four benches?
6. Jack has a piece of string that is 24 in. long. If he divides it into 6 equal pieces, what is the length of each piece of shorter string?



## **Science Frog Assignment (3 Pages)**

Frogs make noise by moving air between their lungs and throat pouches called vocal sacs. These sacs can inflate like balloons!

On a quiet spring evening in St. Louis, Missouri, Ann Earley grabs a flashlight and heads out the door. Down the street, she arrives at the edge of a small tree-lined pond. She stops, checks the time, and listens.

Earley isn't out for a casual stroll—she's here on a scientific mission. She's a citizen scientist with FrogWatch USA, a project run by the Association of Zoos and Aquariums. Every year between February and August, FrogWatch volunteers around the U.S. write down the frog calls they hear in their area. The data they collect helps scientists monitor frog populations.

It's important work because frogs around the world are in trouble. About one-third of all amphibians, including frogs, are at risk of becoming extinct. With the help of volunteers like Earley, scientists hope to stop that from happening.

The world is home to thousands of species of frogs living on every continent except Antarctica. Most frogs spend their lives in wetlands, such as marshes, swamps, and ponds. These watery spots are teeming with living things, from algae and insects to fish. Forty-three percent of threatened and endangered plants and animals in the U.S. live in wetlands.

Frogs depend on these soggy landscapes to survive. They lay their eggs in water. When frogs are young, they live underwater as tadpoles. Adult frogs have special skin that allows them to absorb nutrients and oxygen directly from the water.

Unfortunately, people are draining wetlands, or drying them out, to build cities and farms. And as wetlands vanish, so do the frogs that live there. Rain and snowmelt can also carry pollution from cities and farms to wetlands. That pollution can make frogs sick. All these habitat changes can also cause frogs stress, making them vulnerable to disease.

Frogs are extremely sensitive to their surroundings. Studying them can reveal the health of the environment, says Rachel Gauza. She's a biologist at the Department of Energy and Environment in Washington, D.C.  
"Amphibians are like superheroes who signal when something is going wrong."

### Life Cycle of a Frog

Frogs depend on wetlands to survive. Their presence also benefits the plants and animals that live in these areas.

**EGG:** Frogs lay of eggs in the water. They clump together in a jelly-like substance.

**TADPOLE:** These fish-like creatures hatch from the eggs. By eating algae, they help keep the water clean.

**FROGLET:** Tadpoles sprout legs, lose their gills, and start to develop lungs.

ADULT: Frogs eat large amounts of insects. That helps keep the mosquito population from growing out of control. Tadpoles, froglets, and adult frogs are also food for other animals, such as fish, snakes, and birds.



## Frog Patrol

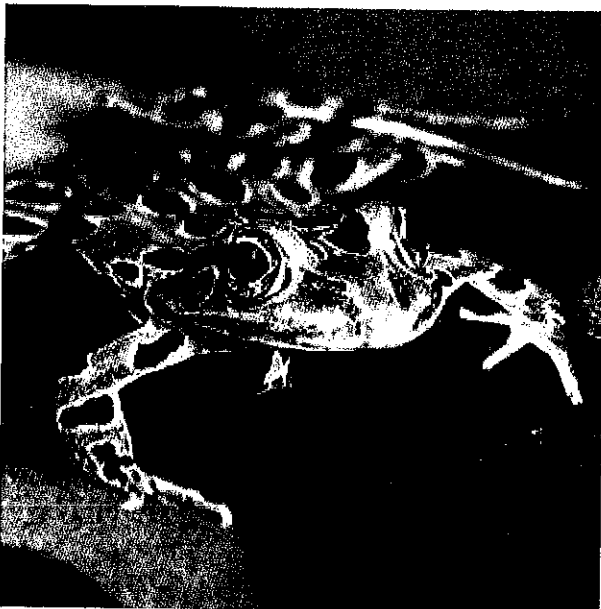
### Spring Peepers

live in the eastern region of the U.S. Their call is a high-pitched "peep."

The FrogWatch program is trying to help frogs. Anyone can participate—including kids! To learn what to listen for, volunteers receive training from local FrogWatch staff. Frogs make noises to attract mates. The calls are produced when air vibrates between

their lungs and stretchy sacs in their throats. Every species' call is different.

At least three times each season, FrogWatch volunteers trek out to wetlands just after dusk, from neighborhood ponds to large lakes in the wilderness. They spend three minutes writing down the frogs they hear and how noisy the frogs are.



### Northern Leopard Frogs

are found across the U.S. and Canada. They make a rattling snore-like call.

The volunteers submit their observations to a website that scientists can access. The data reveals where different frog species live. Over time, it can show when frogs in an area are in trouble. For instance, if people heard frog calls in the past and they don't anymore, that's a cause for concern.

Monitoring amphibians can also help people judge the success of conservation efforts. In Washington, D.C., Gauza leads a project to restore wetlands by limiting pollution and

development. FrogWatch volunteers listen for frogs at these sites. If they hear more croaks, they can tell that Gauza's efforts may be working.

Biologist Rachel Gauza holds a spring peeper that she found on a FrogWatch outing.



## Teaming Up

### American Bullfrogs

are common across the country. They make a low-pitched "burp" sound!



FrogWatch isn't the only citizen science project devoted to monitoring amphibian populations. Toad Trackers, a group run by the Houston Zoo, asks volunteers to catch, measure, and document toads in Houston, Texas. A project called Global Amphibian Blitz invites people to submit photos of amphibians.

The findings are collected on a world map.

Citizen scientists like the FrogWatch volunteers can help scientists collect much more data than they ever could alone.

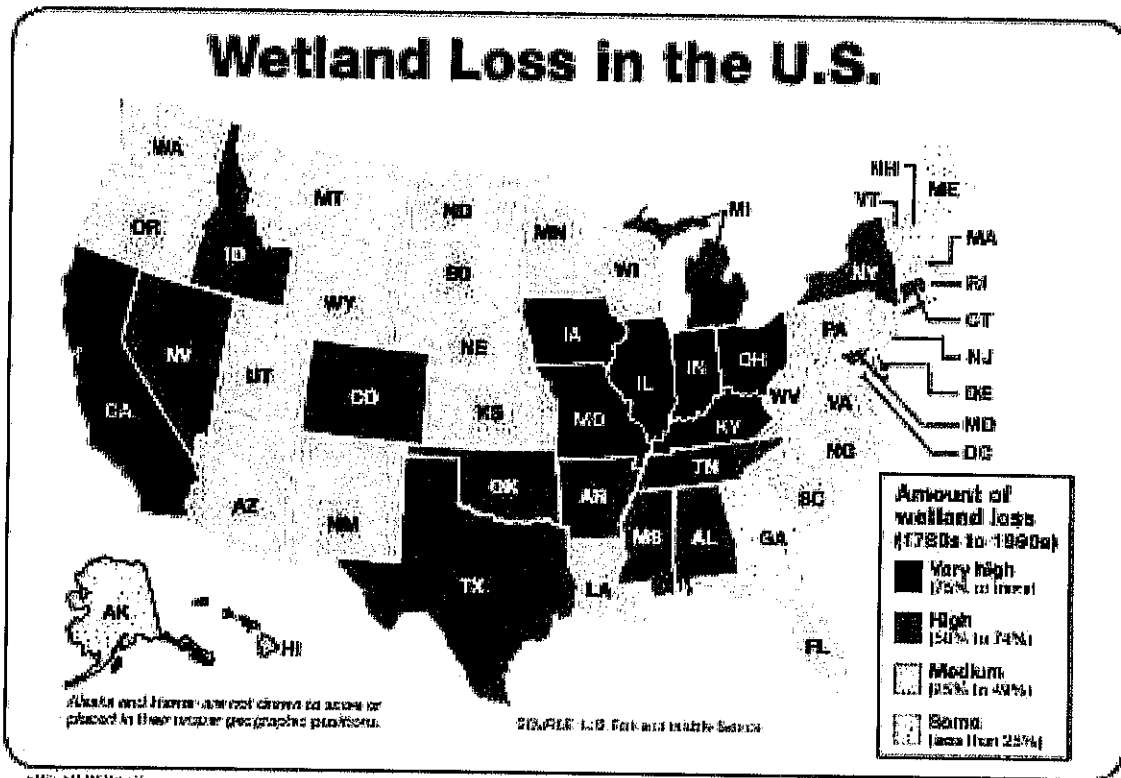
"It's a team effort!" says Gauza.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Vanishing Wetlands

In "Hear Me Croak!" (pp. 4-7), you read how volunteers report data to the FrogWatch program, which helps scientists study frog numbers in different areas. Protecting wetlands is an important part of protecting frogs, since wetlands are frogs' habitat. The map below shows the percentage of wetlands that have been lost across the United States. Study the map, then answer the questions.



1. Which of the following states has had some wetland loss (less than 25%)?

- A Oklahoma (OK)
- B California (CA)
- C Georgia (GA)
- D Florida (FL)

2. Which state has had high wetland loss (50-74%)?

- A Texas (TX)
- B Utah (UT)
- C Alaska (AK)
- D Vermont (VT)

3. True or False: Colorado (CO) has lost a greater percentage of its wetlands than Kansas (KS).

\_\_\_\_\_

4. Describe where the greatest percentage of wetlands have been lost. (Hint: Look for states with very high wetland loss, as 75% or more of those wetlands are gone.)

\_\_\_\_\_

5. What percentage of your state's wetlands have been lost? Are you surprised by this? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# What's the Context?

In "Hear Me Croak!" (pp. 4-7), you may have read a few words that are new to you. That's great! New words can help you gain more knowledge. When you don't know what a word means, you can use context clues to figure it out. Context clues are the words and phrases that come before and after an unfamiliar word. Use this skill builder to find at least one context clue for challenging words in the article. We've completed the first one for you as an example.

1. Challenging word: monitor

Context clues: data, scientists, frog populations

I think this word probably means: to study or keep track of

Reread the sentence with this meaning in mind. Does the sentence make sense?  Yes  No  
If you checked "No," look up the word in the dictionary. Then revise your definition.

2. Challenging word: \_\_\_\_\_

Context clues: \_\_\_\_\_

I think this word probably means: \_\_\_\_\_

Reread the sentence with this meaning in mind. Does the sentence make sense?  Yes  No  
If you checked "No," look up the word in the dictionary. Then revise your definition.

3. Challenging word: \_\_\_\_\_

Context clues: \_\_\_\_\_

I think this word probably means: \_\_\_\_\_

Reread the sentence with this meaning in mind. Does the sentence make sense?  Yes  No  
If you checked "No," look up the word in the dictionary. Then revise your definition.

4. Challenging word: \_\_\_\_\_

Context clues: \_\_\_\_\_

I think this word probably means: \_\_\_\_\_

Reread the sentence with this meaning in mind. Does the sentence make sense?  Yes  No  
If you checked "No," look up the word in the dictionary. Then revise your definition.

5. Challenging word: \_\_\_\_\_

Context clues: \_\_\_\_\_

I think this word probably means: \_\_\_\_\_

Reread the sentence with this meaning in mind. Does the sentence make sense?  Yes  No  
If you checked "No," look up the word in the dictionary. Then revise your definition.

**Take It Further:** On a separate sheet of paper, use each challenging word in your own sentence.

# My Fieldwork Journal

Use this sheet to record your observations during your citizen science field trip.

Your name: \_\_\_\_\_

Date: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

## Weather

What time of day is it? \_\_\_\_\_

Air temperature: \_\_\_\_\_ °C ( \_\_\_\_\_ °F)

Notes: Is it sunny, windy, cloudy, or rainy?

## Location

Where are you? \_\_\_\_\_

Notes: How does the area look? What plants do you see? Is there water, like a pond?

**NOTES:** Do you hear or see any animals? What do their calls sound like? What do the animals look like? What are the animals doing? Write down your observations below.

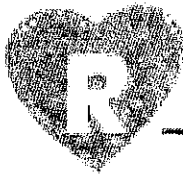
**SKETCHES:** Use the space below to draw what your site looked like. If you saw any animals, you can also draw what they looked like. Add labels for important things you saw.

# A Friendly Poem

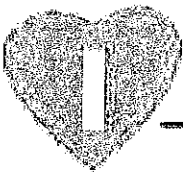
For each letter below, write a word that begins with that letter and describes a friend.



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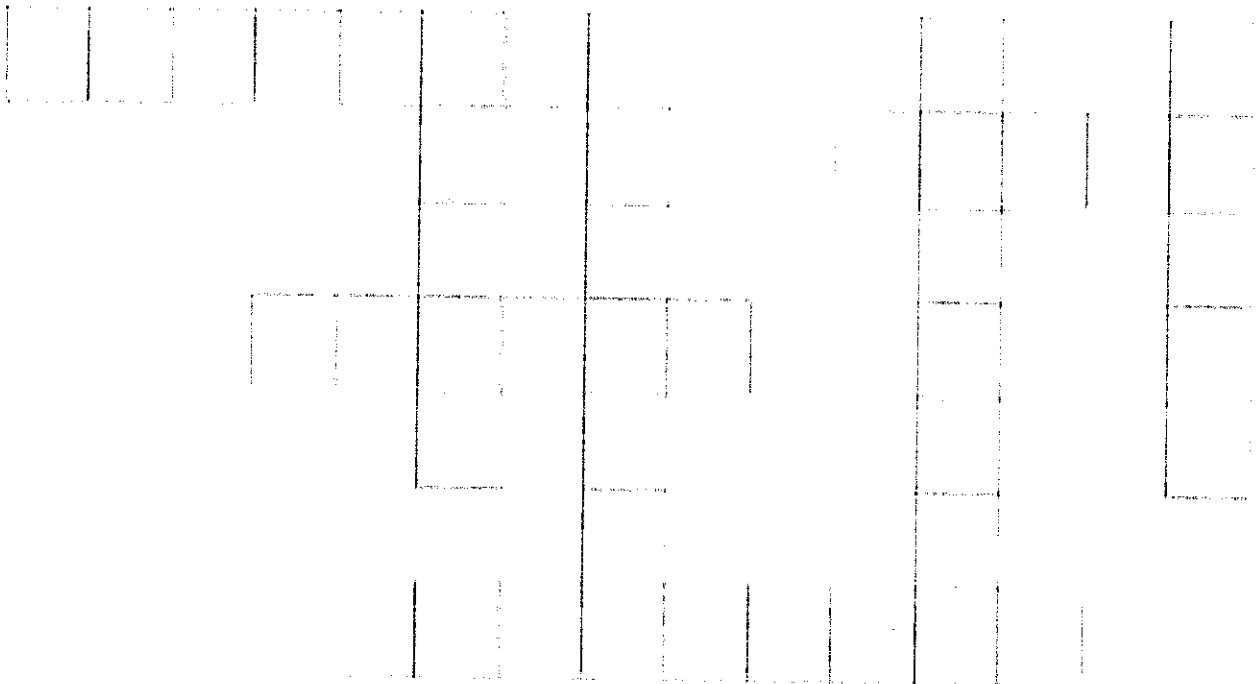
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# 4th Grade Framework

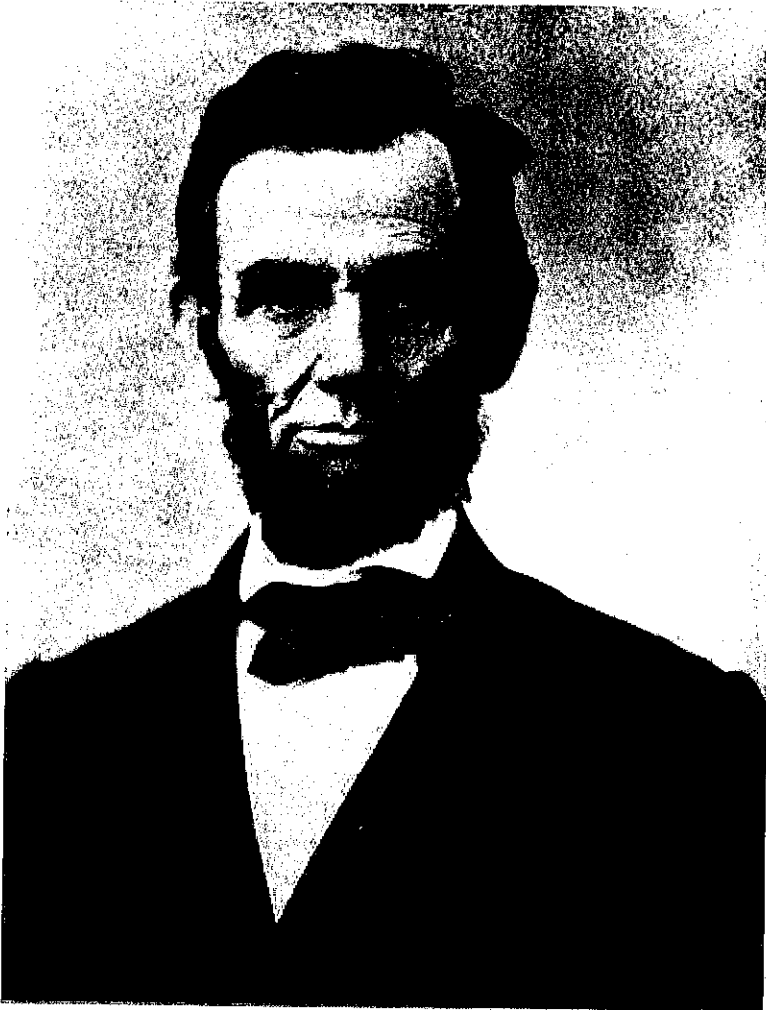
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## Grade 4 Spelling Worksheet

*Below the blank puzzle grid is a list of words. Place the words in the correct place on the grid. Tip: Start with letter sizes that have the fewest words. So if there are only 2 words with 7 letters and 5 words with 4 letters, try placing the 7 letter words first.*

**5 Letters**lodge  
cable  
relax**6 Letters**polite  
cattle**7 Letters**courage  
surface**9 Letters**

stretcher



### Lincoln Social Studies Assignment

Abraham Lincoln was America's 16th president. He is considered to be one of the greatest leaders in the nation's history. He helped guide the United States through the U.S. Civil War. Lincoln also helped to end slavery in the country. Sadly, Lincoln was assassinated near the end of the Civil War in 1865. He became the first U.S. president to be killed in office.

Lincoln was elected president in 1860. Before the election, most people did not know much about Lincoln or his humble background. He was born on February 12, 1809, in a Kentucky log cabin. In 1816, his family moved to the wild Indiana frontier. Lincoln helped his father

farm and work the fields. He barely had time for school. He spent no more than one year in a classroom. In 1818, Lincoln's mother died.

Even though Lincoln had very little schooling, he learned how to read and write. Books were scarce on the frontier, but he closely read the books he got his hands on. Lincoln pored over the family Bible. He would walk for miles to borrow books. Some books he read were Aesop's *Fables* and *Pilgrim's Progress*.

As a young man, Lincoln worked many jobs to earn a living. He was tall and strong. He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans. Eventually, he started a general store with a friend. When the store went into debt, he paid those debts off working other jobs. By 1834, a friend encouraged Lincoln to become a lawyer. Instead of learning at a law school, Lincoln

taught himself law. "Your own resolution to succeed is more important than any one thing," he would later say.

Among Lincoln's many skills, he was a great writer and speaker. In one of his most famous speeches, known as the Gettysburg Address, Lincoln's words reassured a suffering people at war that democracy would survive.

As president, Abraham Lincoln was most proud of the Emancipation Proclamation, which was issued during the Civil War. It declared that the slaves in the southern states rebelling against the U.S. government were free. The proclamation paved the way for the Thirteenth Amendment to the Constitution, which ended slavery in the U.S.

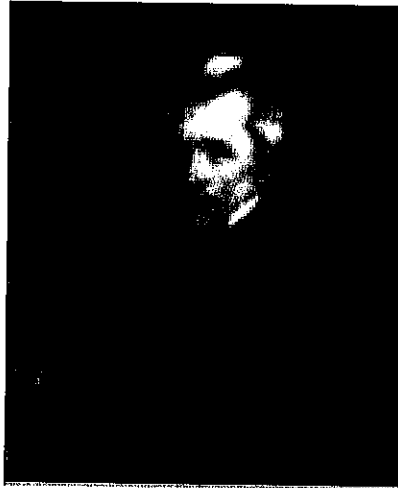
Lincoln's stand against slavery caused him to make many enemies. Even so, his assassination was felt all over the nation from the North to the South. Millions of people admired his spirit and service to his country. A train carried Lincoln's body to Springfield, Illinois, making stops at some major cities. Mourners crowded near the tracks to try and see the train. To this day, people visit Lincoln's tomb to pay their respects.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did Abraham Lincoln help to end in the United States?
    - A. slavery
    - B. war
    - C. democracy
    - D. discrimination
  
  2. Which of the following describes the correct sequence of events in Lincoln's life?
    - A. He became a lawyer; he started a general store; his mother died.
    - B. He became President; he issued the Emancipation Proclamation; he moved to Indiana.
    - C. He issued the Emancipation Proclamation; his mother died; he moved to Indiana.
    - D. He moved to Indiana; he became President; he issued the Emancipation Proclamation.
  
  3. Abraham Lincoln was a man of integrity. What evidence from the passage best supports this statement?
    - A. "A friend encouraged Lincoln to become a lawyer."
    - B. "As a young man, Lincoln worked many jobs to earn a living."
    - C. "When the store went into debt, he paid those debts off working other jobs."
    - D. "He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans."
  
  4. Which of the following was probably *least* important in Lincoln being a successful president?
    - A. He was persuasive.
    - B. He was tall and strong.
    - C. He had political skill.
    - D. He was a great writer.
  
  5. What is the main idea of this passage?
    - A. Lincoln was the first U.S. president to be killed in office.
    - B. Lincoln's most famous speech, the Gettysburg Address, reassured people.
    - C. Millions of people admired Lincoln's spirit and service to his country.
    - D. Lincoln was one of America's greatest leaders.
  
  6. Read the following sentences: "Before the election, most people did not know much about Lincoln or his **humble** background. He was born on February 12, 1809, in a Kentucky log cabin. In 1816, his family moved to the wild Indiana frontier. Lincoln helped his father farm and work the fields. He barely had time for school. He spent no more than one year in a classroom."
- What does the word "**humble**" most nearly mean based on the text?
- A. not proud
  - B. simple and modest
  - C. humiliating
  - D. unknown

## U.S. Presidents: Andrew Jackson

by ReadWorks



Andrew Jackson was the seventh president of the United States. He was also the first president to be born in a log cabin. He grew up on the frontier of the Carolinas. His parents were a poor farm couple from northern Ireland. Jackson's father died before he was born. His mother died when Jackson was 14 years old, leaving him an orphan. Despite Jackson's difficult childhood, he eventually moved to Tennessee and became a lawyer and landowner.

Jackson was nicknamed "Old Hickory" because of his toughness. He became famous for his skill as a general in the War of 1812. But his resilience was apparent years earlier when he served his country during the Revolutionary War. Thirteen-year-old Jackson and his younger brother were captured by the British. When a British commander ordered Jackson to scrub his boots, he refused. He argued he had rights as a prisoner of war. The commander got angry and lashed out with his sword. Jackson tried to protect himself with his arms. Jackson's hand was cut to the bone, and he suffered a gash to the head.

Soon after, Jackson and his brother were forced to march 40 miles to a military prison. Both of them contracted smallpox in prison. Jackson survived, but his brother was not so fortunate. Eventually, Jackson's mother arranged for his freedom. Tragically, she died soon after. "I felt utterly alone," Jackson said years later about losing his family.

Jackson stayed active in the military until he reached the age of 54. Although he was not interested, his friends nominated him for president. Leading up to the election, Jackson promised to represent America's "common man." His promises appealed to many, and he was



elected president. He was a founder of the Democratic Party, and he also supported efforts to give workers more rights.

Although Jackson was liked by many Americans, his legacy is not devoid of controversy. Jackson is notorious for his support of the forceful and harsh removal of Native American tribes from their lands. In May of 1830, he signed into law the Indian Removal Act which authorized the removal of Native Americans from their lands within existing state borders. This land was then taken over by the United States government. As a result of this removal policy, 15,000 Cherokee Native Americans were displaced. Four thousand out of the 15,000 Cherokee people died due to the hunger, exhaustion, and disease they faced on their forced march from their lands to present-day Oklahoma.

Despite Jackson's incredible mistreatment of the Cherokee, he is also remembered as a champion of American workers and individual liberty. Jackson served as president for two terms from 1829 to 1837. He died in June of 1845 in Tennessee.

1. Andrew Jackson was the first U.S. president to be born where?
  - A. in a hospital
  - B. in a log cabin
  - C. in a brick house
  - D. in a large mansion
  
2. Which of the following events happened first?
  - A. Jackson and his brother were captured by British soldiers.
  - B. Jackson and his brother marched 40 miles.
  - C. Jackson and his brother contracted smallpox.
  - D. Jackson refused to scrub the British commander's boots.
  
3. Andrew Jackson had a difficult childhood. What evidence from the passage supports this conclusion?
  - A. Jackson grew up on the frontier of the Carolinas.
  - B. Jackson's parents were from Northern Ireland.
  - C. Jackson was born in a log cabin.
  - D. Jackson became an orphan when he was a teen.
  
4. Based on the text, what makes part of Jackson's legacy controversial?
  - A. his difficult childhood on the frontier of the Carolinas
  - B. his support of the removal of Native American tribes from their lands
  - C. his support of American workers and individual liberty
  - D. his skill as a general in the War of 1812
  
5. What is this passage mostly about?
  - A. military prisons during the Revolutionary War
  - B. how Jackson founded the Democratic Party
  - C. Andrew Jackson's life and presidency
  - D. Andrew Jackson's long military career

Name \_\_\_\_\_

# Find the Facts, Then Tell a Story!

Use this sheet to plan a story or article about a historical event in your state. If you need more space, record your research on the back of this page.

## → Part 1: Research

1. Choose an event from your state's history. \_\_\_\_\_  
\_\_\_\_\_

2. What happened?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. When and where did it happen?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Who was involved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How did it change young people's lives?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Sequencing

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### Reading Comprehension Worksheet

#### Practice

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**Sequencing** is putting things in order, *from first to last*.

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Read about lightning and thunder, paying attention to the sequence of events, *from first to last*.

#### Lightning and Thunder

Long ago, people made up myths and legends to explain what causes lightning and thunder. Having an explanation for something can make it less frightening. Lightning and thunder can be very frightening especially because they often happen just before a big rainstorm.

We now know what causes lightning and thunder. Have you ever noticed that you often hear thunder just a few seconds after you see lightning? This is because it is lightning that causes thunder. If the storm is far away from you, there are a few seconds between the lightning and the thunder. If the storm is close to you, you hear the thunder almost at the same time that you see the lightning.

Lightning is caused by electricity building up inside a cloud. When a large mass of warm air and a large mass of cold air come together high above the earth, it causes a lot of movement in the air. The cold air moves down while the warm air moves up, which creates something like friction. An electric charge builds up in the clouds. The charge gets stronger and stronger until it explodes—and the LIGHTNING flashes.

When the lightning flashes, the air around it becomes unbelievably hot—five times hotter than the surface of the sun!

The heated air expands into the cooler air around it, causing the shockwave that we call thunder.

Even though we usually see lightning before we hear the thunder that it causes, the two events happen just a fraction of a second apart. In addition, both light and sound travel through the air in waves. However, light waves travel faster than sound waves, so the light waves from the explosion get to us first.

A tiny version of an event similar to lightning and thunder can happen when you brush your feet along a carpet and then touch a doorknob. You can sometimes hear the little sizzle of mini-thunder, and see the flash of mini-lightning.

1. Write the numbers 1 through 6 in the boxes beside the events to show the sequence of what happens to cause lightning and thunder, from *first* to *last*.

	1-6?
Friction created by air movement creates an electric charge inside a cloud.	
A large mass of warm air and a large mass of cold air come together high above the earth	
We hear a crash of thunder.	
The cold air moving down and the warm air moving up creates something like friction.	
We see a flash of lightning.	
An electric charge inside a cloud grows stronger and stronger.	

2. What is something else that can cause a flash of electricity?







Choiced

Grant-4  
May 4-8

**CREATE A COMIC STRIP!** Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

\_\_\_\_\_ by: \_\_\_\_\_




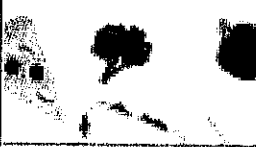



			
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\_\_\_\_\_ by: \_\_\_\_\_

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# Summer Reading BINGO

Fill up your sheet with summer reading fun and see if you can hit **BINGO** before school is back in session.

<p>Read a poem from a book of poetry. Then practice writing your own!</p>	<p>Go camping under the stars in a living room pillow fort and read your favorite spooky story. Remember to bring a flashlight!</p> 	<p>Research a topic that interests you and read an article about it -- parents, feel free to lend a hand!</p>	<p>Listen to an audio book on your next summer road trip.</p>	<p>Choose a book from the Getchick's Summer Reading Challenge list and give it a read!</p> 
<p>Read aloud to a younger sibling or relative!</p>	<p>Explore a joke book and then try a joke out on your family and friends.</p>	<p>From Pato the Cat to Lillard -- try teaching to your furry friend -- stuffed animal's work hard!</p> 	<p>Swap! Exchange favorite summer reads with your buddies!</p>	<p>Judge a book by its cover and see if you like the story inside!</p>
<p>Whisk away! Read a recipe then make a meal!</p> 	<p>Read a book published the year you were born!</p>	<p><b>FREE</b></p>	<p>Read a book your parents read as kids. Bonus if you read it together!</p>	<p>Read a book that a book turned into a movie then have a screening after you've finished!</p> 
<p>Pick up a book with over 150 pages you don't have to finish it!</p>	<p>Love family game night? Read board game directions then get playing.</p>	<p>Start a new series!</p>	<p>School's out! Find a book with <b>SCHOOL'S OUT</b> in the title and give it a read.</p>	<p>Read a book you rented from the public library.</p>
<p>Write a story then read it aloud to your parents.</p> 	<p>Read outside in the summer sun.</p> 	<p>Read a book by an author you've never read before.</p>	<p>Read non-fiction (a biography, memoir, article, newspaper, etc.).</p>	<p>Reread a favorite picture book.</p>

**Week of May 4-15, 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.

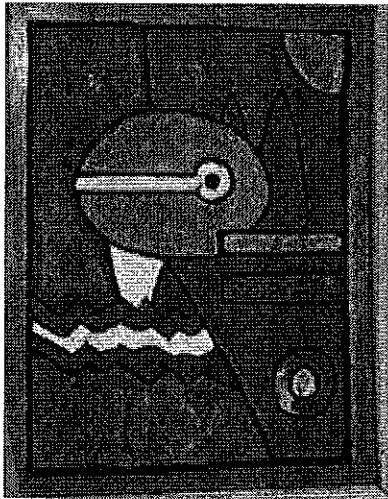
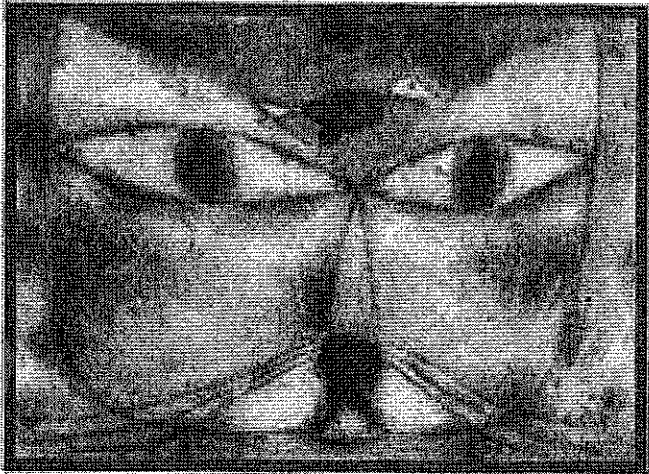
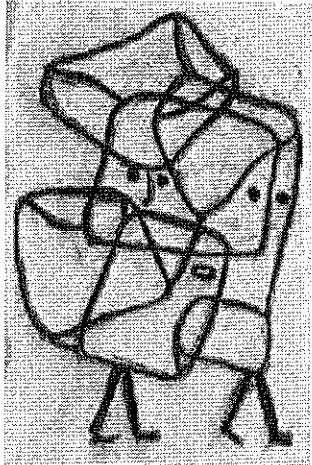
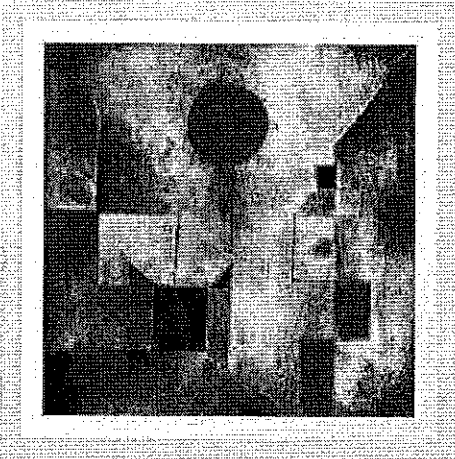
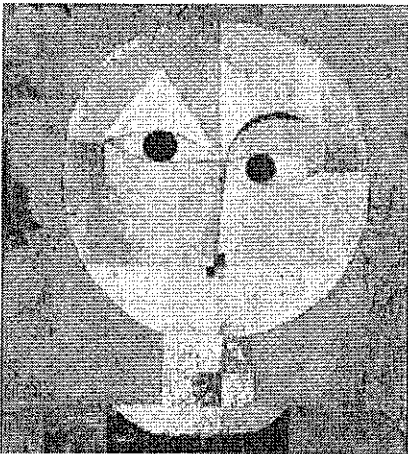
Please email me at [jill.sweeney@oakland5.org](mailto:jill.sweeney@oakland5.org) or call the school and leave a message, and I will give you a call as soon as I can. My office hours are 8-10 am on Mondays and Wednesday and Tuesdays 10-12. I will be readily available at those times.  
School office hours: Monday-Thursday 7:30-11:30 and the phone is 217-346-2166.

If email submission is not an option, contact Mrs. Sweeney for alternative ways to submit work. Sketchbooks and Still Life Drawings can be placed in the Homework Turn-in box in the Lake Crest Foyer.

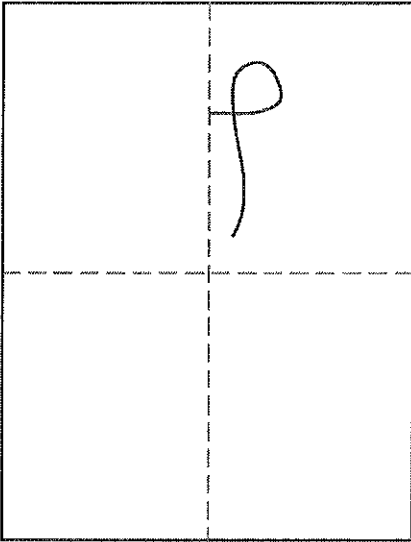
<b>Class</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3 (Enrichment)</b>
4th Grade	Paul Klee	Origami Frog	Weaving



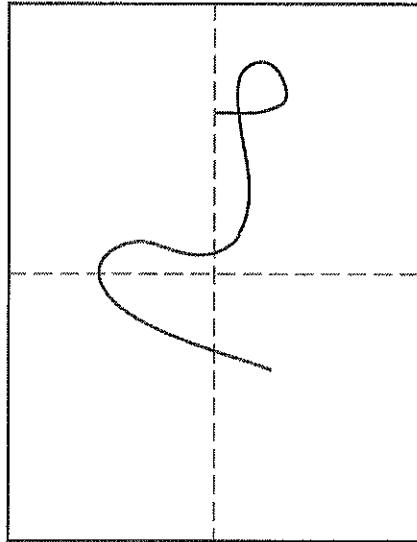
Paul Klee was born in Switzerland and loved both music and art. He especially loved bright colors and a simple way of painting. He painted objects that encouraged people to feel emotions rather than just painting a realistic object. He liked to paint with a few lines as possible. Sometimes the objects or people he painted looked more like colors and shapes rather than the real thing. This is called abstract art.



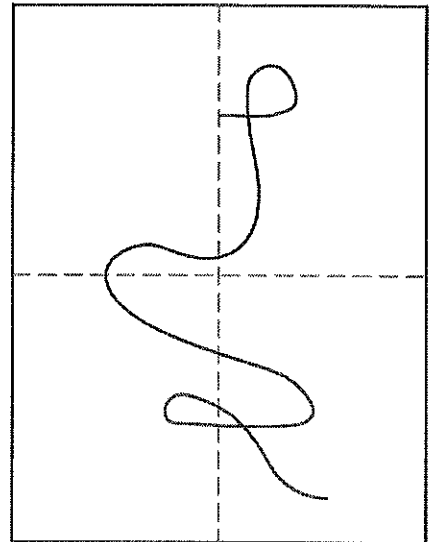
# Draw like Paul Klee



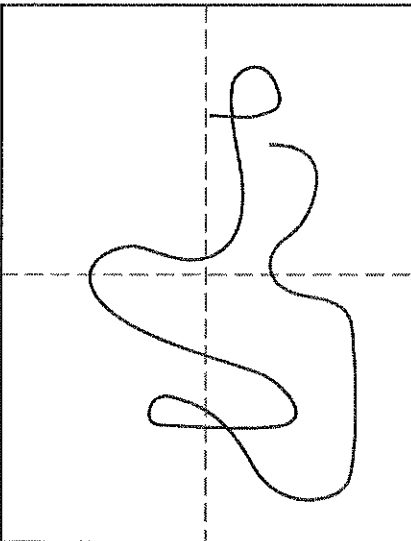
1. Start on center, draw loop for one eye and go down.



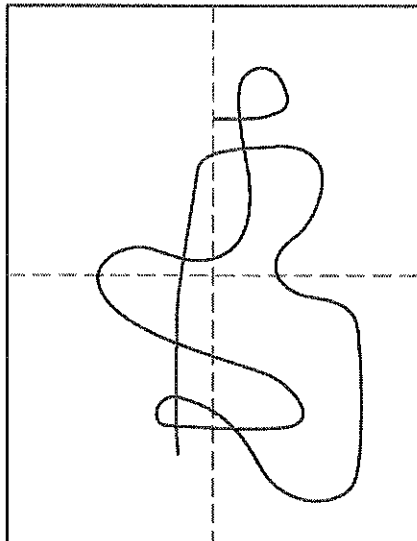
2. Add a curve to the left and go down to the right.



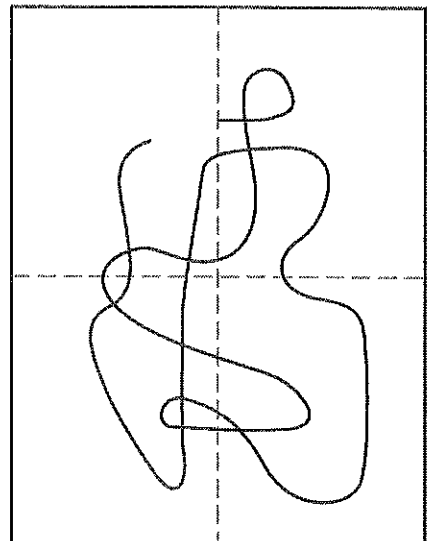
3. Draw to the left, make loop up and down to right.



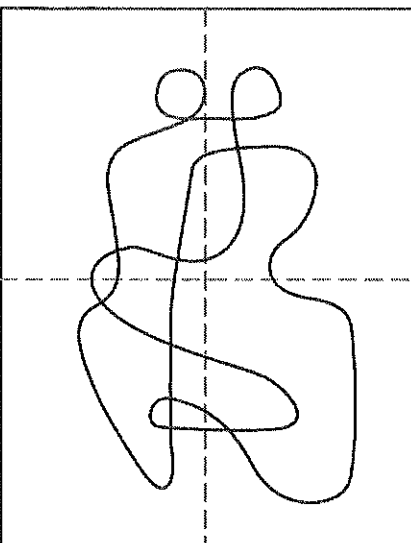
4. Continue the line up, dip to the left, right, then left.



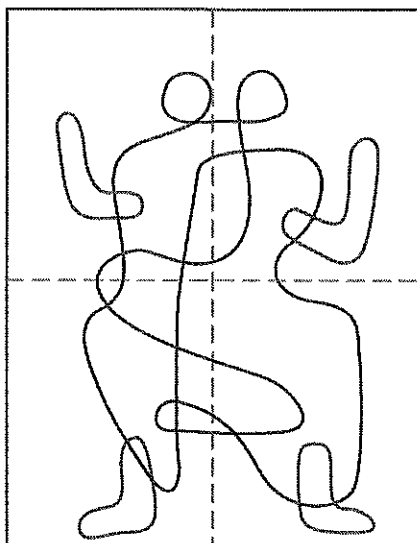
5. Cross over the center, draw down over any other lines.



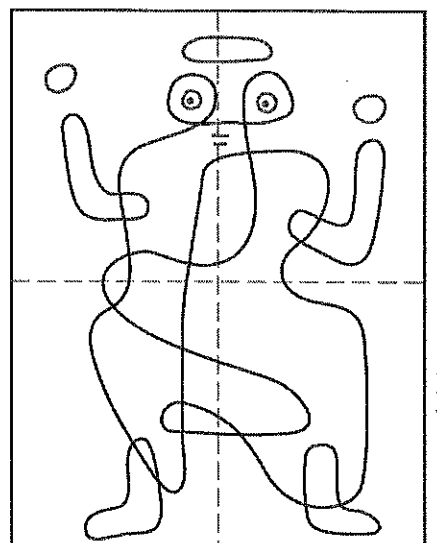
6. Continue line up, wiggle left and right, head towards eye.



7. Make loop for left eye and end where line began.



8. Draw 4 overlapping "L" shapes for arms and legs.



9. Add eyes, mouth and floating circles for hands and hat.



## Origami Jumping Frog


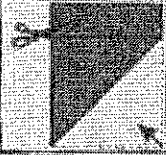
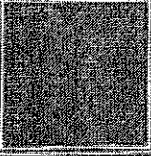
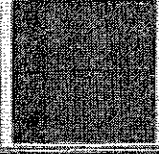

More Kinder Crafts

This amazing origami frog really jumps. When you're done making this amazing frog, you can have a frog jumping contest or measure how far you can make your frog jump.

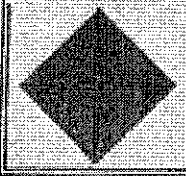
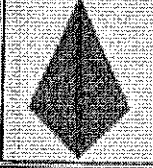




### Supplies needed:

- A piece of paper
- Scissors
- Markers or crayons



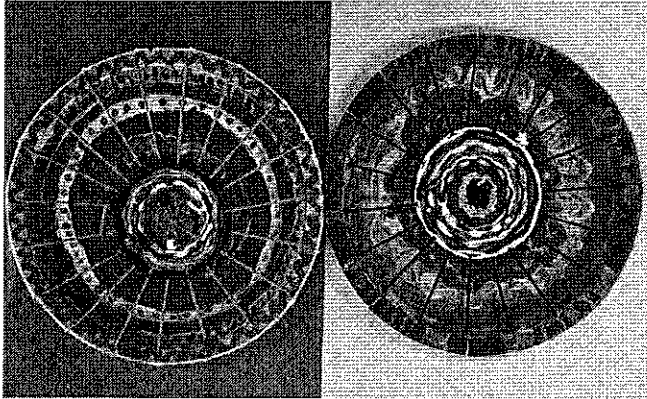
	Start by making a square piece of paper. To start making the square, fold one corner of a piece of paper over to the adjacent side.
	To finish making the square, cut off the small rectangle, forming a square (which is already folded into a triangle).
	Open up the triangle into a square. Fold the opposite edges together, then unfold. Repeat using the other edges. Open it up into a square again.
	Fold each of the four corners to the center point.
	Fold each of the two top edges to the center line.

4<sup>th</sup> grade/Choice 2/Sweeney  
4-15 May

	
	Fold the triangle at the bottom upwards.
	Fold each of the bottom two corners to the middle of the bottom edge.
	Fold the bottom portion upwards (along the dotted line).
	Fold the top half of the lower rectangle downwards toward yourself. This forms the frog's legs.
	Give your frog a head by folding a small part of the upper point downwards. Draw two eyes, and your frog is done. To make your frog jump, push down on the "X" and slide your finger away from the frog.

## Paper Plate Weaving

May 4-15 4<sup>th</sup> grade/Choice 3/Sweeney



### Supplies:

Chinet Plates.

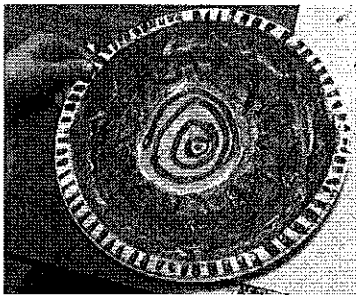
Tempra Paint or markers or crayons

Loom Template.

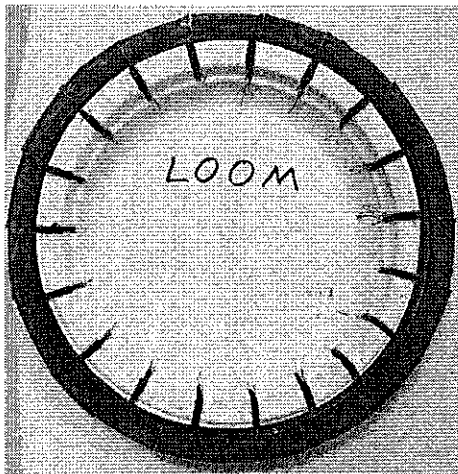
Yarn

Scissors

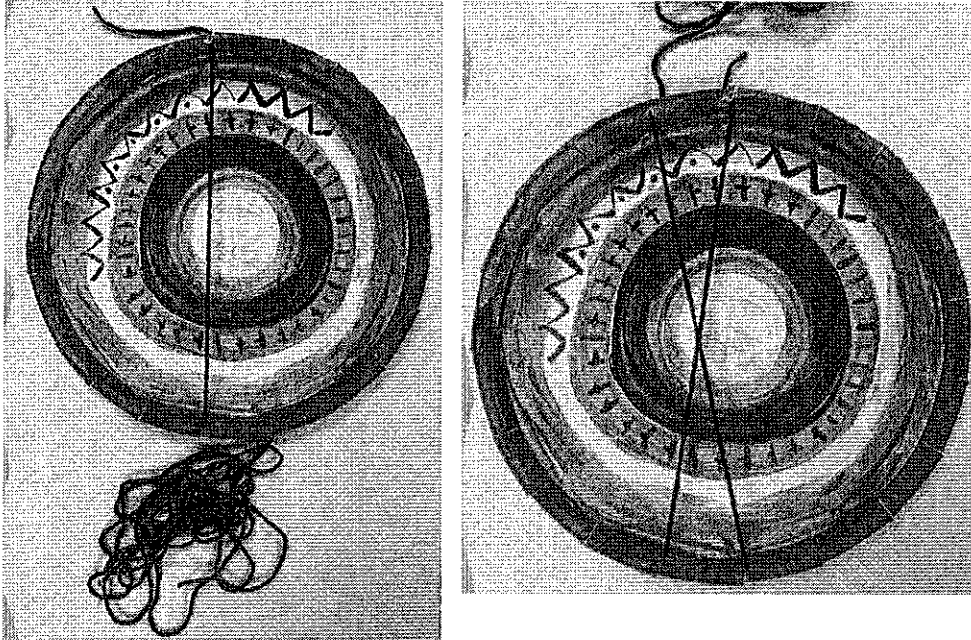
### Directions:



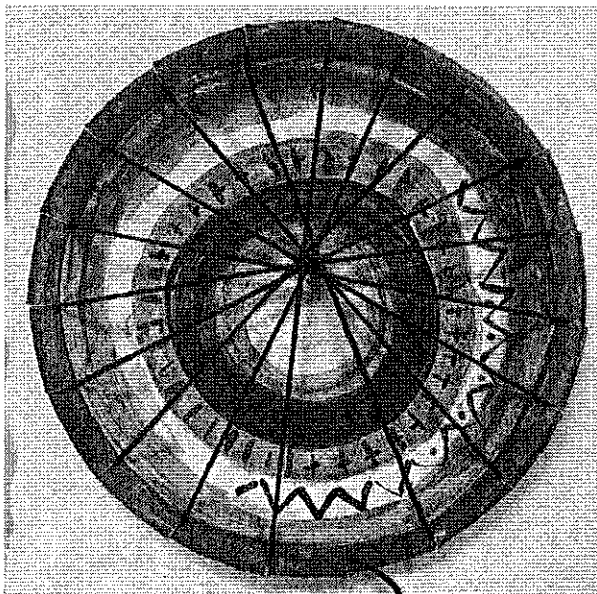
1. Paint your plate with a line/shape design brightly. Cover the entire front of the plate.
2. Cut 19 notches only on the rim of the plate as evenly around as possible as shown.



3. Put the tail end of the yarn in any notch. There should be a short tail about the length of your finger in the back while the rest of the yarn hangs loose and free in the front.



The yarn stretches straight across the plate and into the notch. The yarn goes behind the notch and in the notch next to it and again straight across the plate into the notch next to the first one. And so on until all the notches are filled.



Take the tail end that is left of the yarn and begin to weave in the middle of the plate. Over/Under/Over/Under until it is used up.

Take another color of yarn and begin to weave where you left off.

It is not necessary to weave the entire plate, only weave about 4" in diameter so the painted design on the plate can be seen.

For more instruction you may go to:

<https://cassiestephens.blogspot.com/2014/04/in-art-room-circle-loom-weaving-with.html>



# Weeks of *May 4-15*, 2020 April Lee

Hello! This will be our final packet for Music this school year. It is with mixed emotions that I send it out to you. I feel sad we didn't get to have our Spring Concert, but I feel glad that Spring is in the air and Summer is just around the corner. Here's wishing you and your families all the best this season and the next!!!

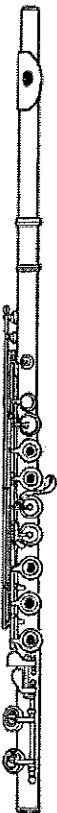
Please don't forget about the Facebook group called Lake Crest Music. I believe I have invited everyone K-5. Each day or so I try to find some activity we can do together. Send me an email or make a comment if you liked a particular activity.

To complete Options #1 students will need a pencil. For Options #2 & #3, crayones will be needed. This work is due May 15.

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](mailto:april.lee@oakland5.org).

<b>Class</b>	<b>Choice 1</b>	<b>Choice 2</b>	<b>Choice 3 (Enrichment)</b>
4th Grade Music	Woodwind Family Crossword	Mystery Picture	Color by Note

# The Woodwind Family



Flute  
(not drawn to scale)



Piccolo  
(Not drawn to scale)



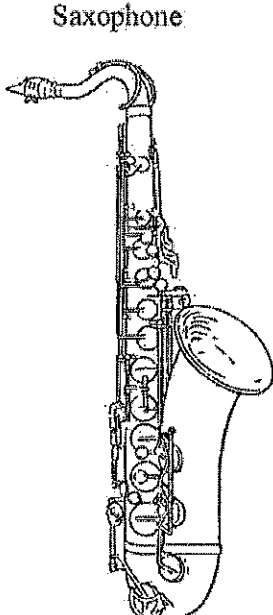
Oboe



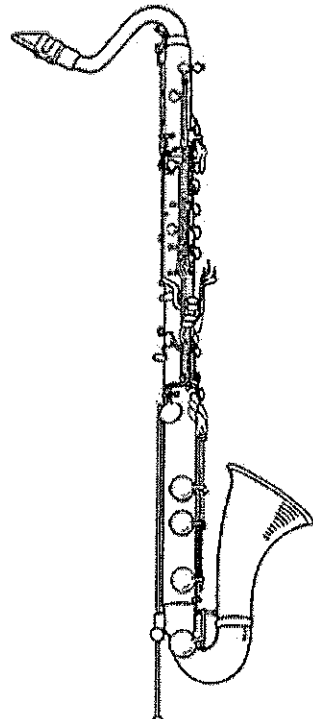
English horn



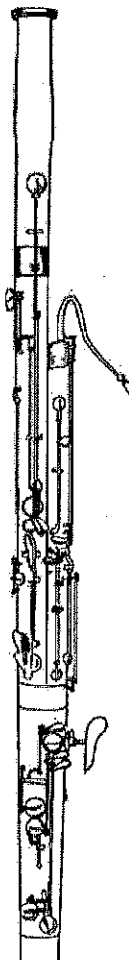
Clarinet



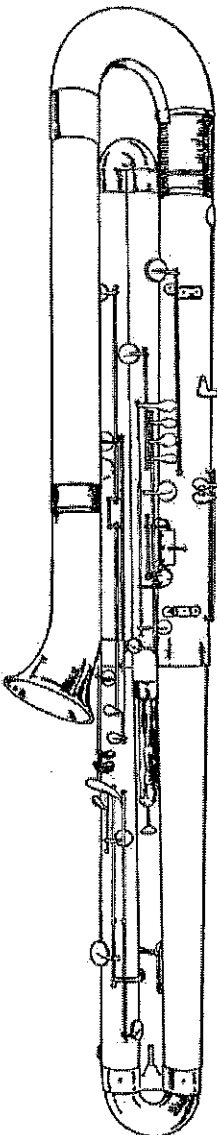
Saxophone



Bass Clarinet



Bassoon

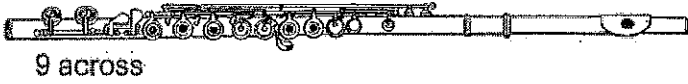
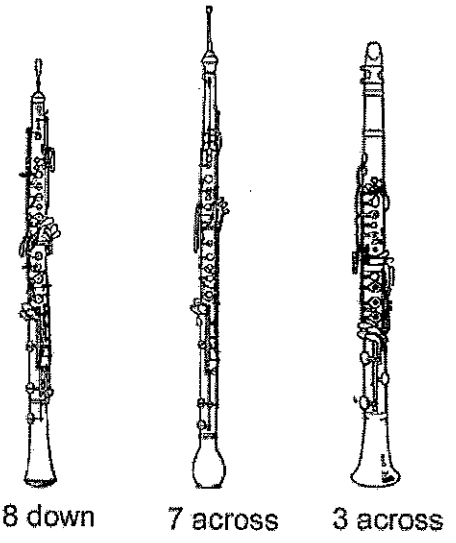
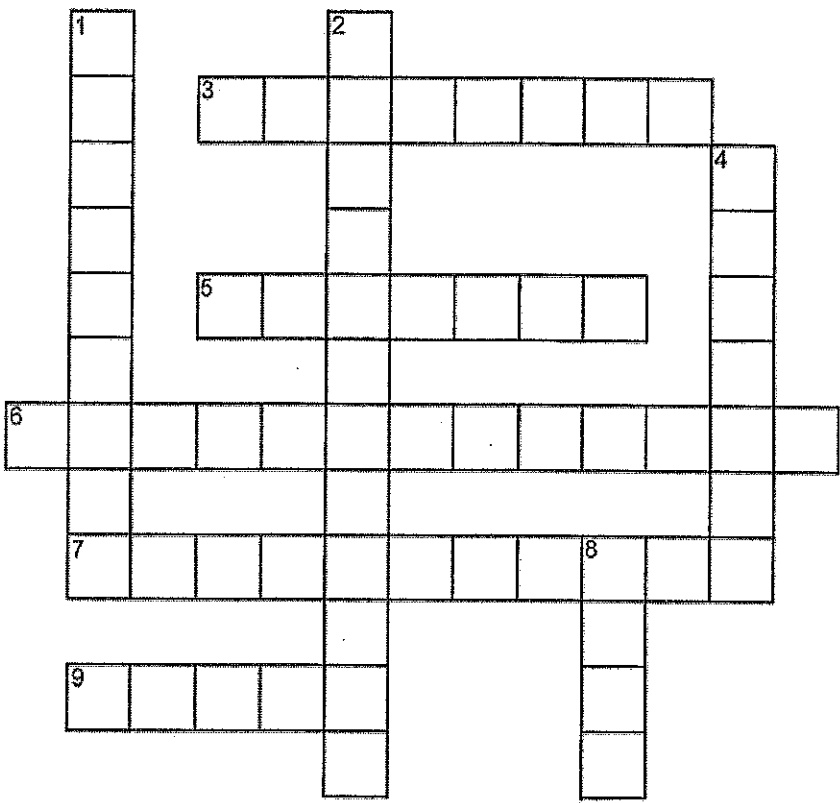


Contrabassoon



# The Woodwind Family

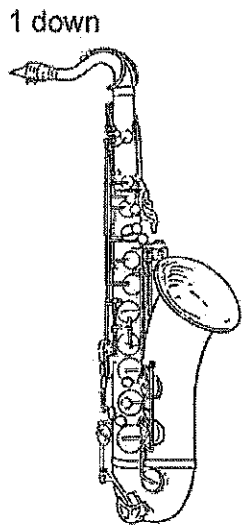
Fill in the crossword puzzle using the pictures as clues.



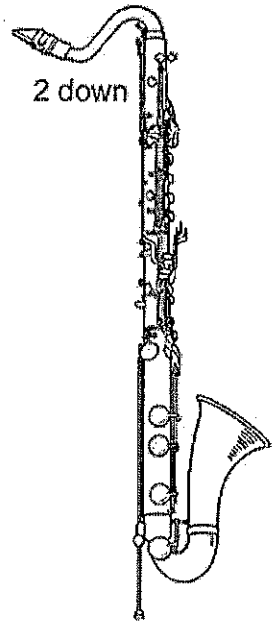
9 across



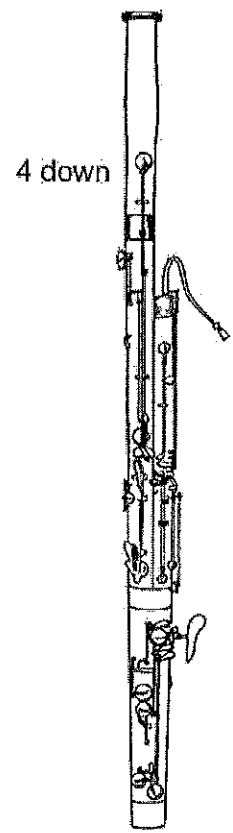
5 across



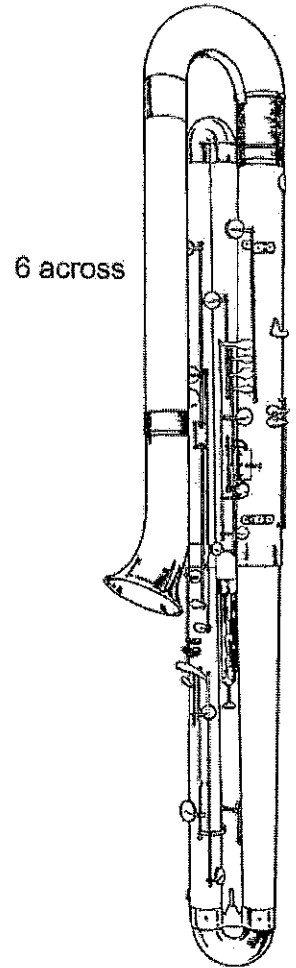
1 down



2 down



4 down



6 across



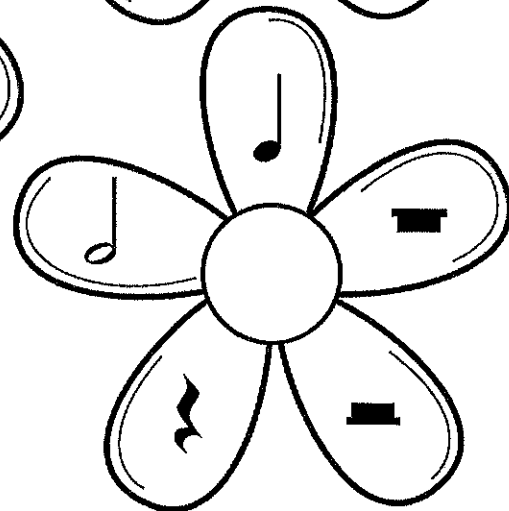
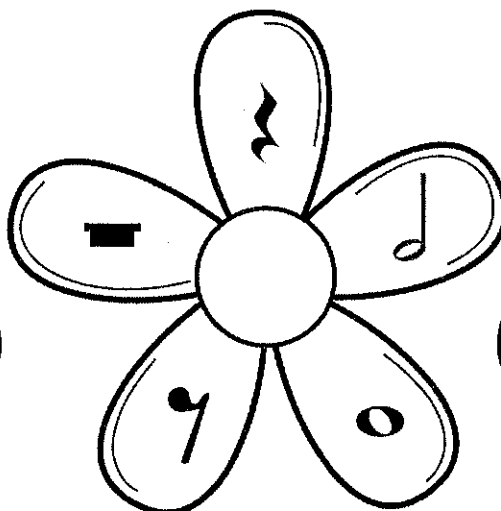
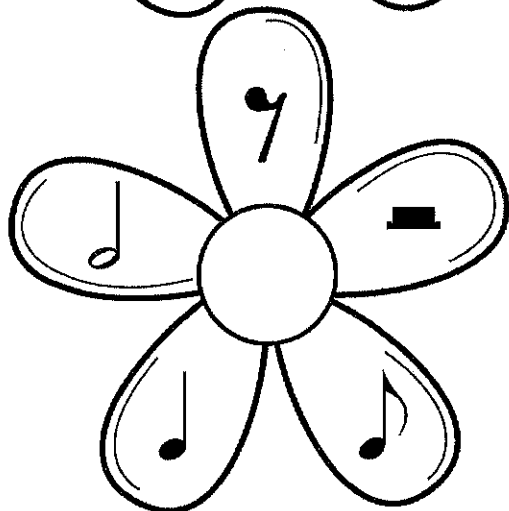
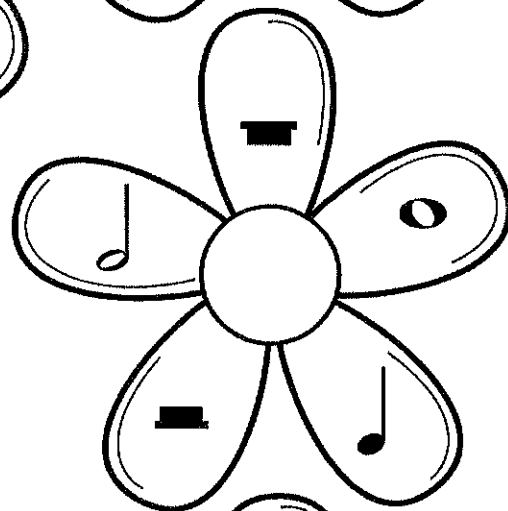
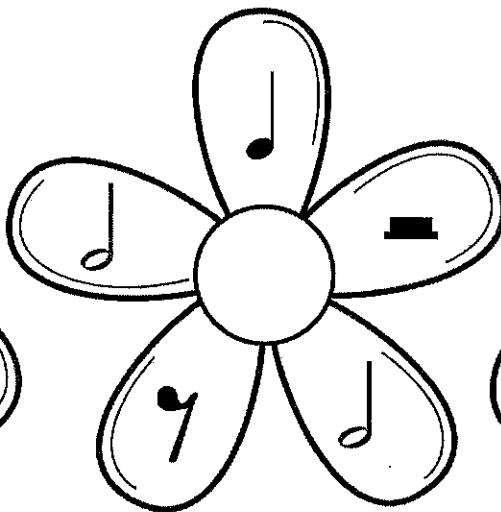
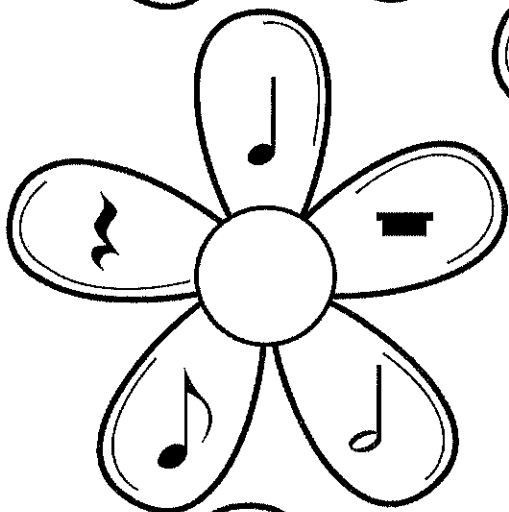
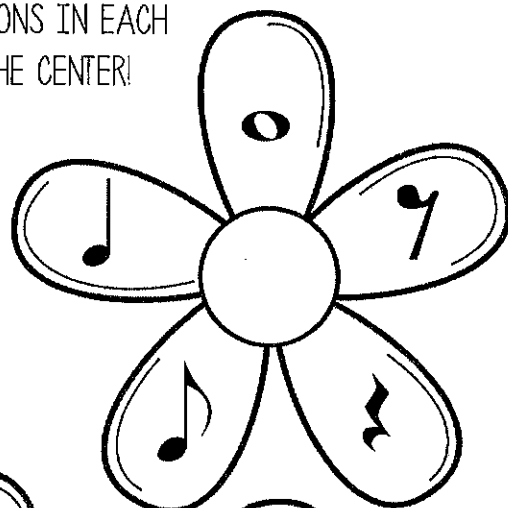
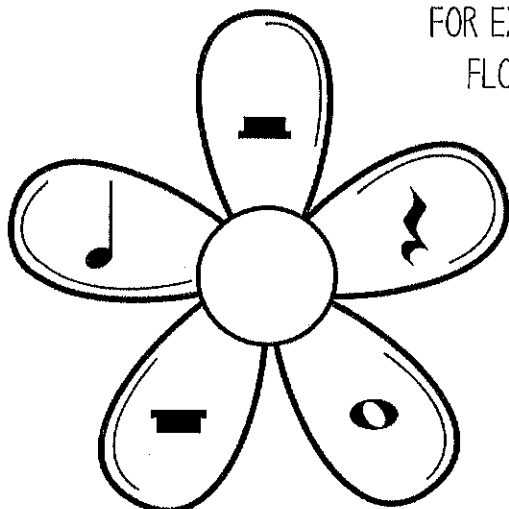
# COLOR THE FLOWER PETALS!

NAME: \_\_\_\_\_

DIRECTIONS: Color the flower petals based on the following color key.

Whole Notes: Blue ○	Half Notes: Pink d	Quarter Notes: Green ↓	Eighth Notes: Red ♪
Whole Rests: Purple ┌	Half Rests: Orange ┐	Quarter Rests: Light Blue ≋	Eighth Rests: Yellow 7

FOR EXTRA PRACTICE, ADD THE DURATIONS IN EACH FLOWER, THEN WRITE THE TOTAL IN THE CENTER!



## Week of May 4-May 8, 2020

### Mr. Anderson

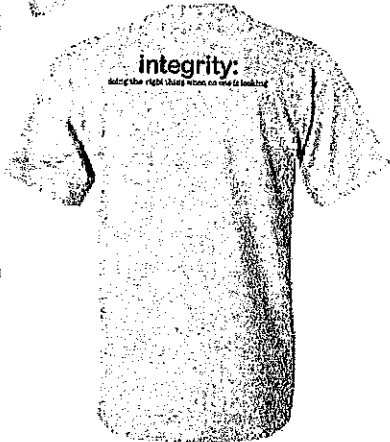
Please pick 3 out of the 6 activities to do for the week, 3 activities per week. Please take a picture or a short video of your child performing the activity. Along with the video/picture, include the date as well when submitting to my email/phone. Your child may also write a few sentences about the 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](mailto: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 <sup>th</sup> 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)	60 push-ups (knees if needed)  60 Jumping Jacks  60 sit-ups  *Chart the total time that it takes to complete all 3	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.

# OAKLAND TITANS

ORDER FORM



## T-SHIRTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

## 7" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

## 9" - SHORTS

SIZE	QUANTITY
Y-MEDIUM	
Y-LARGE	
SMALL	
MEDIUM	
LARGE	
X-LARGE	
2X-LARGE	
3X-LARGE	
TOTAL	

**One Stone**  
Apparel

STUDENTS NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

ROOM NO: \_\_\_\_\_

PARENT NAME: \_\_\_\_\_

PHONE NO: \_\_\_\_\_

E-MAIL: \_\_\_\_\_

Make all checks payable to: Oakland CUSD #5, if paying by cash please send the exact amount

Money and order form need to be submitted to the office by May 22. Please call the office at 217-346-2166 if you have any questions.