

Week #2 Fourth Grade Weekly Planner: April 27th-May 1st

<p><u>INDEPENDENT</u></p> <p><u>READING</u></p> <p>20 min/day</p>	<p>Monday's Book Title:</p> <p>Tuesday's Book Title:</p>	<p>Wednesday's Book Title:</p> <p>Thursday's Book Title:</p>	<p>Friday's Book Title:</p> <p><i>Parent initial to verify daily reading:</i> _____</p>
<p><u>READING</u></p> <p>Read Works readworks.org</p> <p>Class Codes Fry: 75CQDL</p> <p>Greer: 2AZZR4</p> <p>LaCourse: 3CXAYF</p> <p>Password: 1234</p>	<p>Read Works Article of the Day: "The Forces that Shape Rocks"</p> <p>Each day, read one article and write at least two sentences of a response in the online Book of Knowledge or in your notebook.</p>	<p>Read Works Articles: "The Forces that Shape Rocks"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monday's Book of Knowledge <input type="checkbox"/> Tuesday Book of Knowledge <input type="checkbox"/> Wednesday's Book of Knowledge <input type="checkbox"/> Thursday's Book of Knowledge <input type="checkbox"/> Friday's Book of Knowledge 	<p>Read Works Text: "How Can You Help"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the text in "How Can You Help" <input type="checkbox"/> Answered Questions
<p><u>MATH</u></p> <p>*Math Facts: 10 minutes</p> <p>*My Math: They don't have to finish everything each day, but do what they can in about 40 minutes.</p>	<p>Monday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Facts 10 min: Xtra Math or flash cards <input type="checkbox"/> My Math Book: Review pg. 857-859 <p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Facts 10 min: Xtra Math or flash cards <input type="checkbox"/> My Math Book: Ch. 11 Lesson 1 pg. 697-702 	<p>Wednesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Facts 10 min: Xtra Math or flash cards <input type="checkbox"/> My Math Book: Ch. 11 Lesson 2 pg. 703-708 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Facts 10 min: Xtra Math or flash cards <input type="checkbox"/> My Math Book: Ch. 11 Lesson 3 pg. 709-714 	<p>Friday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math Facts 10 min: Xtra Math or flash cards <input type="checkbox"/> My Math Book: Ch. 11 Lesson 4 pg. 715-720 <p><i>Parent initial to verify Math Facts practiced each day:</i> _____</p>
<p><u>WRITING</u></p> <p>-Thoughtful writing -Best spelling -Proper capitalization and punctuation -Title and Date -At least ½ page each day in their notebook</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monday's Prompt: <i>If you could leave your house and go anywhere, where would it be and why?</i> <input type="checkbox"/> Tuesday's Prompt: <i>Describe what you do all day from morning to night.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Wednesday's Prompt: <i>Write an opinion paragraph about your favorite school subject.</i> <input type="checkbox"/> Thursday's Prompt: <i>Write an informational paragraph about any animal found in your neighborhood. (facts only)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Friday's Prompt: <i>Write a conversation you might have on the playground at school.</i> <p style="text-align: right;">Parent initial _____ to verify daily writing</p>

<p><u>SCIENCE</u></p> <p>Science Studies Weekly</p>	<p><i>Read all articles for:</i></p> <p><u>Fry/Tito</u> Week #3: Soil</p> <p><u>Greer</u> Week #7: Endangered Species</p> <p><u>LaCourse</u> Week #2: Oceans and Waterways</p> <p>Parent initial _____ to verify reading</p>	<p><input type="checkbox"/> Crossword completed on the back of my studies weekly</p> <p><input type="checkbox"/> Checked my answers online at: studiesweekly.com or underlined my evidence in text</p>	<p>Name of my favorite article:</p>
<p><u>SOCIAL STUDIES</u></p> <p>California Studies Weekly</p>	<p><i>Read all articles for:</i></p> <p><u>Fry/Tito</u> Week #30: Immigrants Build California</p> <p><u>Greer</u> Week #25: The Effects of the Gold Rush</p> <p><u>LaCourse</u> Week #27: Statehood for California</p> <p>Parent initial _____ to verify reading</p>	<p><input type="checkbox"/> Crossword completed on the back of my studies weekly</p> <p><input type="checkbox"/> Checked my answers online at: studiesweekly.com or underlined my evidence in text</p>	<p>Name of my favorite article:</p>

Submission of Work: Assignments can be turned in digitally to your teacher sooner, but the paper drop off is scheduled at our site for Friday, 5/8/20 and Friday, 5/15/20.

Submit Logs & Products: Scan / photo /upload/or deliver to site

Office Hours 11:00-1:00 Monday-Friday: Teachers have two hours scheduled every day for emails, phone calls, conference calls, and virtual experiences. If your student needs additional help, please reach out and we will find a way to help anytime.

Fry/Tito Contacts: sfry@tusd.net or atito@tusd.net or call/text (209) 426-0989

Greer Contact: cgreer@tusd.net or call/text (209) 624-0010

LaCourse Contact: jlacourse@tusd.net or call/text (209) 597-8683

Zoom Weekly Class Meetings: Teachers will email invitations for Zoom meetings. Please have students join these important meetings for guidance, collaboration, motivation, reflection, and sharing assignments virtually.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:00-11:30	Zoom: Weekly Kick Off				Zoom: Reflection Day

How the Hoodoos Formed

This text is adapted from an original work of the Core Knowledge Foundation.

Mount Erciyes looms on the horizon near the towns of Cappadocia in Turkey. It is an active volcano and the highest mountain in this part of Turkey. Erciyes's rocky peak is 12,848 feet high. In winter, it is often dusted with snow.

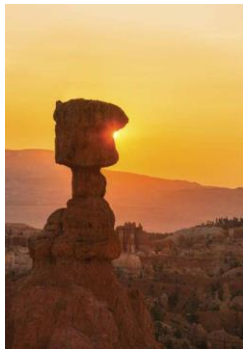


Effects of volcanic rock erosion in Cappadocia

Only minor eruptions have shaken Erciyes in recorded history. At times in the distant past, however, Erciyes and other volcanoes near it were much more active. During one or more major eruptions, these volcanoes blasted out enormous amounts of ash. The volcanic ash rained down on the surrounding countryside. It collected in some areas to form large, thick deposits. Over time, this volcanic ash solidified. It hardened into a type of volcanic rock geologists call tuff. In parts of what is now Cappadocia, layers of tuff formed that were hundreds of feet thick.

Then weathering and erosion went to work. Wind and water slowly carved the tuff into ridges, mounds, and sharp pinnacles. The tallest of these slender, soaring rock formations are called hoodoos. Some rise more than 100 feet above the Cappadocian landscape.

Hoodoos are not just found in Turkey. You can find hoodoos on almost every continent. Most are formed from sedimentary rock rather than volcanic tuff. All of them, though, are the product of weathering and erosion. Bryce Canyon in the western United States has an abundance of hoodoos. Wind, rain, and ice wedging have carved them out of sedimentary rock that is 40 to 60 million years old. Geologists and visitors have named some of Bryce Canyon's largest hoodoos. One of the most impressive is Thor's Hammer.



Thor's Hammer



Some people call hoodoos "fairy chimneys" because they look like something you might read about in a fairy tale

Fairy chimneys

Book of Knowledge: Write 2 or 3 things you learned from the article. Use complete sentences!

When Water Moves Sediments

This text is adapted from an original work of the Core Knowledge Foundation.



Glaciers, like this one in Alaska, are powerful forces that can cause erosion.

Erosion is any process or force that moves sediments to new locations. Wind and water both cause erosion. The tug of gravity pulls sediments out of wind and water. Flowing water picks up sediments and carries them downhill to new locations. A summer rain can wash fine sediments onto sidewalks and into gutters. A rushing mountain stream can sweep small stones into a valley. A flooded river can surge along with enough force to move large rocks many miles downstream.

As moving water slows, sediments sink to the bottom of the river or stream. The heaviest sediments are the first to be deposited. The finest sediments are the last. Layers of sediment accumulate at the mouths of rivers and on the bottoms of lakes. Vast layers of sediment are also deposited on the ocean floor over long periods of time. Like wind-deposited sediments, those laid down by water may someday be transformed into sedimentary rock.

Water doesn't have to be in its liquid state to erode sediments. Glaciers are enormous masses of ice found in polar regions and near the tops of tall mountains. Although ice is solid, glaciers do move. They flow—very, very slowly—downhill. As countless tons of ice creep over land or down mountainsides, they push, drag, and carry eroded sediments along. Moving glaciers also create sediments as they grind against rocks beside or below them. Glaciers are such powerful forces that they can carve huge U-shaped valleys through mountain ranges.

When glaciers melt, they deposit the sediments they have been carrying. About 20,000 years ago, glaciers covered large parts of North America, Europe, and Asia. As the climate warmed, the glaciers melted and retreated northward. They left behind massive deposits of sand, gravel, and silt, along with collections of rocks and boulders. You can still see these deposits as hills, mounds, and ridges on the landscape.

Book of Knowledge: Write 2 or 3 things you learned from the article. Use complete sentences!

Time, Weathering, and Erosion Shape Our World

This text is excerpted from an original work of the Core Knowledge Foundation.



The Grand Canyon

Weathering and erosion work slowly. It takes a long time to see their effects. Given time, these processes reshape Earth's surface on a scale so large it's almost impossible to grasp. For example, the Grand Canyon in the southwestern United States did not exist when dinosaurs roamed North America. Wind, rain, and the Colorado River slowly created it. These forces cut and shaped the landscape into what it is today—one of the world's largest canyons.

Millions of years ago, the Appalachian Mountains in eastern North America were a towering mountain range. The highest peaks may have been more than 20,000 feet above sea level. Weathering and erosion gradually wore the Appalachians down. Their highest point today is just 6,684 feet high. As permanent as mountains seem, weathering and erosion inevitably change them. Even Earth's tallest peaks—Everest in Asia, Aconcagua in South America, Africa's Kilimanjaro, and Europe's Mont Blanc—won't last. They will eventually be worn down by these endless geological processes. But don't worry. Other geological processes are creating new mountains to take their place.

Book of Knowledge: Write 2 or 3 things you learned from the article. Use complete sentences!

Physical Weathering at Work

This text is excerpted from an original work of the Core Knowledge Foundation.



The process of weathering breaks rock into smaller pieces. Some of these tiny pieces combine with once-living material to form topsoil. Other small pieces of rock collect as sediments. This breakdown of rocks happens as they interact with air, water, and living things. There are two basic types of weathering. One of them is physical weathering.

Physical weathering breaks big rocks into smaller ones without changing the minerals they contain. Widely swinging temperatures cause physical weathering. For example, rocks in a desert bake during the day beneath the sun's scorching heat. As rocks get hot, they expand. At night, temperatures in the desert fall. As rocks cool down, they contract, or shrink slightly. Expand, contract, expand, contract—this endless cycle gradually causes the rocks' outer layer to crumble or flake off.

Water also causes physical weathering. Water seeps into tiny cracks in rocks. If temperatures drop below freezing, the water turns to ice. Water expands as it freezes, pushing outward and enlarging the cracks. Geologists call this process ice wedging. Each time the water freezes, it opens cracks a little wider. Eventually, the rocks split apart. Ice wedging is what makes potholes in streets, too.



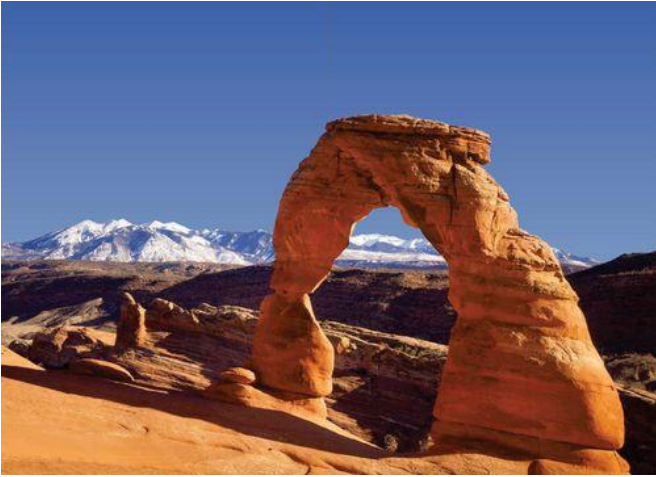
Examples of physical weathering

Plants and animals also cause rocks to weather. Tree roots squeeze into the cracks in rocks. As the roots grow, they act like wedges, forcing the cracks wider and wider. Eventually the rocks break apart. Badgers, chipmunks, and other animals burrow into cliffs and hillsides like tiny bulldozers. As they dig or tunnel into the ground, they push buried rocks to the surface where most weathering takes place.

Book of Knowledge: Write 2 or 3 things you learned from the article. Use complete sentences!

Sediments in the Wind

This text is excerpted from an original work of the Core Knowledge Foundation.



Delicate Arch, Arches National Park, Utah

Geologists describe erosion as any process or force that moves sediments to new locations. Wind, flowing water, moving ice, and gravity all transport sediments from place to place. These forces are the primary causes of erosion.

Have you ever stood on a sandy beach on a windy day? Did you notice that gusts of wind sent sand flying past? When air moves quickly across the ground, it picks up sediments and carries them away. Powerful winds can

carry sediments for hundreds, even thousands, of miles.

On the windy beach, did your skin sting as it was struck by blowing sand? Wind carrying sediments can act like a sandblasting machine to wear away rocks in its path. When wind-driven sand hits rock, it chips off tiny pieces. The wind then whisks the pieces away. Over time, this form of weathering can polish rock surfaces or pepper them with tiny holes. It can shape huge blocks of rock into delicate stone arches and lofty towers. Weathering and wind erosion can also leave massive boulders balanced on slim supports. Have you seen wind-carved rocks like this?

As wind slows down, the sediments it carries fall back to Earth. They are deposited on land or in water. Where winds deposit sediments regularly, layers of sediment slowly build up. Over time, those layers may be transformed into sedimentary rock.

Book of Knowledge: Write 2 or 3 things you learned from the article. Use complete sentences!

How Can You Help?

This text is provided courtesy of PACER Center (www.pacer.org).*

Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!

The group of kids who witness bullying is really important. This group may not be getting bullied. They may not be bullying, but their reaction can make a big difference.

Think about it: Have you ever seen a group watching a fight? There are some who look, then walk away; there are others who watch and say nothing; and there are those who cheer it on.

How this group responds can really impact a situation.

Learn what you can do so that you have a positive influence!

Witnesses – What Can They Do?

If you see someone being bullied, speak up!

- When students are willing to say they think something is wrong, they can make a difference.
- Let others know that you don't accept bullying at your school, and others will be more willing to speak up, too.
- If you see bullying, you can tell a grown-up. Telling is not tattling. It's okay to tell. Reach out!
- Tell the kid who is being bullied that he or she doesn't deserve to be treated that way. Nobody does.
- Ask friends to join you in being a kid against bullying.

Telling vs. Tattling

A lot of kids say that they don't want to tell an adult about bullying because they don't want to be called a tattle-tale. But there's a big difference between "telling" and "tattling."

It's okay to tell an adult when you see bullying.

In fact, it's a really smart thing to do!

Telling

**done to protect yourself
or another student from
getting hurt.**

Tattling

**done to get someone
in trouble.**

Comprehension Questions

1. Bullying doesn't affect only people who are bullied and people who bully. What other people does bullying have an impact on?

- A. people who see bullying happening
- B. people who do not realize bullying is going on
- C. people who are tattle-tales
- D. people who spend most of their time alone

2. The author contrasts telling with tattling. What is the difference between telling and tattling?

- A. Telling is done by girls, but tattling is done by boys.
- B. Telling is done by boys, but tattling is done by girls.
- C. Telling is done to protect yourself or another student from getting hurt, but tattling is done to get someone in trouble.
- D. Telling is done to get someone in trouble, but tattling is done to protect yourself or another student from getting hurt.

3. Read these sentences from the text.

"Have you ever seen a group watching a fight? There are some who look, then walk away; there are others who watch and say nothing; and there are those who cheer it on.

"How this group responds can really impact a situation. Learn what you can do so that you have a positive influence!

"If you see bullying, you can tell a grown-up. Telling is not tattling. It's okay to tell. Reach out!

Based on this evidence, what should people watching a fight probably do?

- A. stand still until the fight ends
- B. yell at the fighters
- C. join the fight
- D. tell a grown-up

4. Read this sentence from the text.

"Let others know that you don't accept bullying at your school, and others will be more willing to speak up, too."

Why might others be more willing to speak up if you let them know that you don't accept bullying?

- A. Knowing that you don't accept bullying makes others more afraid of speaking up.
- B. Knowing that you don't accept bullying makes others less afraid of speaking up.
- C. Knowing that you don't accept bullying makes others more likely to become bullies.
- D. Knowing that you don't accept bullying makes others unsure about what they should say.

5. What is the main idea of this text?

- A. Bullying affects those who are bullied as well as those who bully.
- B. When people are watching a fight, some of them cheer it on.
- C. Tattling is done to get someone in trouble.
- D. People who see bullying going on should speak up.

6. Read these sentences from the text.

"Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!"

"The group of kids who witness bullying is really important. This group may not be getting bullied. They may not be bullying, but their reaction can make a big difference."

What does the word "witness" probably mean here?

- A. avoid
- B. support
- C. see
- D. dislike

7. Read this sentence from the text.

"Bullying doesn't affect just those who are bullied and those who bully; it has a huge impact on those who see the behavior!"

How could this sentence best be broken in two?

- A. Bullying doesn't affect just those who are bullied and those who bully. It never has a huge impact on those who see the behavior!
- B. Bullying doesn't affect just those who are bullied and those who bully. It also has a huge impact on those who see the behavior!
- C. Bullying doesn't affect just those who are bullied and those who bully. It instead has a huge impact on those who see the behavior!
- D. Bullying doesn't affect just those who are bullied and those who bully. It first has a huge impact on those who see the behavior!

8. Look at the box near the end of the article. According to the box, what is the purpose of "telling"?

9. If you see bullying, whom should you probably tell?

10. Read these sentences from the text.

"It's okay to tell an adult when you see bullying.

"In fact, it's a really smart thing to do!"

Why might telling an adult be a smart thing to do when you see bullying?

Support your answer with evidence from the text.