Week #4 Fourth Grade Weekly Planner: May 11th - May 15th

INDEPENDENT READING **20 min/day**	**Monday's Book Title:** **Tuesday's Book Title:**	**Wednesday's Book Title:** **Thursday's Book Title:**	**Friday's Book Title:** ***Parent initial to verify daily reading:*** _____
READING **Read Works** **readworks.org** **Class Codes** **Fry: 75CQDL** **Greer: 2AZZR4** **LaCourse: 3CXAYF** **Password: 1234**	**Read Works Article of the Day: "All About Rocks"** Each day, read one article and write at least two sentences of a response in the online Book of Knowledge or in your notebook.	**Read Works Articles: "All About Rocks"** ☐ Monday's Book of Knowledge ☐ Tuesday Book of Knowledge ☐ Wednesday's Book of Knowledge ☐ Thursday's Book of Knowledge ☐ Friday's Book of Knowledge	**Read Works Paired Text: "Key Time Periods in California's History"** ☐ Read both texts in "Key Time Periods in California's History" ☐ Answered Questions
MATH ***Math Facts: 10 minutes** ***My Math: They don't have to finish everything each day, but do what they can in about 40 minutes.**	**Monday:** ☐ **Math Facts 10 min:** Xtra Math or flash cards ☐ **My Math Book**: Ch. 11 Lesson 8 pg. 743-748 **Tuesday:** ☐ **Math Facts 10 min:** Xtra Math or flash cards ☐ **My Math Book**: Am I Ready? pg. 767 Ch. 12 L1 pg. 775-780	**Wednesday:** ☐ **Math Facts 10 min:** Xtra Math or flash cards ☐ **My Math Book**: Ch. 12 Lesson 2 pg. 781-786 **Thursday:** ☐ **Math Facts 10 min:** Xtra Math or flash cards ☐ **My Math Book**: Ch. 12 Lesson 3 pg. 787-792	**Friday:** ☐ **Math Facts 10 min:** Xtra Math or flash cards ☐ **My Math Book**: Ch. 12 Lesson 5 pg. 801-806 ***Parent initial to verify Math Facts practiced each day:*** _____
WRITING **-Thoughtful writing** **-Best spelling** **-Proper capitalization and punctuation** **-Title and Date** **-At least ½ page each day in their notebook**	☐ **Monday's Prompt:** *What are some things you can do to help your family while at home?* ☐ **Tuesday's Prompt:** *As a 49er in CA, you've struck it rich. How did you make your merchant?*	☐ **Wednesday's Prompt:** *Write an opinion paragraph about your favorite recess activity at school.* ☐ **Thursday's Prompt:** *Write an informative paragraph about plants in or around your house.*	☐ **Friday's Prompt:** *Write a conversation you would like to have with Ms. Nasello.* **Parent initial _____ to verify daily writing**

SCIENCE **Science Studies Weekly**	***Read all articles for:*** ***Fry/Tito Week #5: Natural Disasters*** ***Greer Week #9: Keeping Fit and Healthy*** ***LaCourse Week #4: Weather and Climate*** **Parent initial _____ to verify reading**	☐ Crossword completed on the back of my studies weekly ☐ Checked my answers online at: studiesweekly.com or underlined my evidence in text	**Name of my favorite article:**
SOCIAL STUDIES **California Studies Weekly**	***Read all articles for:*** ***Fry/Tito Week #32: Dust Bowl, Depression and WWII*** ***Greer Week #27: Statehood for California*** ***LaCourse Week #29: Transcontinental Railroad*** **Parent initial _____ to verify reading**	☐ Crossword completed on the back of my studies weekly ☐ Checked my answers online at: studiesweekly.com or underlined my evidence in text	**Name of my favorite article:**

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**

Born from Magma: Igneous Rock

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

Igneous rocks

Igneous rocks are the most abundant class of rocks on the earth. Igneous rocks form when magma cools and solidifies. When you think of igneous rocks, think of volcanoes.

There are two basic types of igneous rock. One type forms from magma that erupts onto Earth's surface as lava. The lava cools and hardens into rock. The faster it cools, the smaller the mineral grains will be in the resulting rock. Obsidian is an igneous rock formed from lava that cooled very quickly, so quickly, there wasn't time for the minerals to form grains. As a result, obsidian is as smooth and shiny as glass. In fact, it is often called volcanic glass. Basalt is an igneous rock formed from lava that took longer to cool. Basalt is typically a dark-colored rock. It has fairly small mineral grains that give it a fine-grained texture.

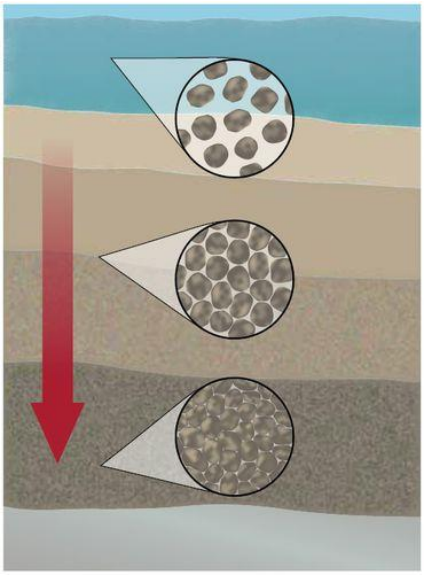
The second type of igneous rock forms from magma that solidifies below Earth's surface. Magma cools very slowly when it's deep beneath the surface. Slow cooling leads to igneous rocks with relatively large mineral grains. The slower the cooling is, the larger the grains are. Granite is a common igneous rock that forms from magma that cooled within Earth's crust. Granite usually contains mineral grains that are large enough to see with the naked eye.

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

Layer After Layer: Sedimentary Rock

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

Sedimentary rock is a major class of rocks. Sedimentary rocks are made of sediments. Sediments are tiny bits of rock and sand combined with fragments of once-living things. Sediments collect in low-lying areas both on land and in bodies of water. They form layers, one on top of another. Over long periods of time, the weight of overlying layers compacts the sediments in deeper layers, squeezing them closer together. Sediments also become cemented, or glued, together as dissolved minerals fill the spaces between the sediments. As the sediments dry, the dissolved minerals turn into solids, binding the sediments together. Over time, compacting and cementing processes transform sediments into sedimentary rock.



The weight of overlying layers compacts the sediments, squeezing them closer together.

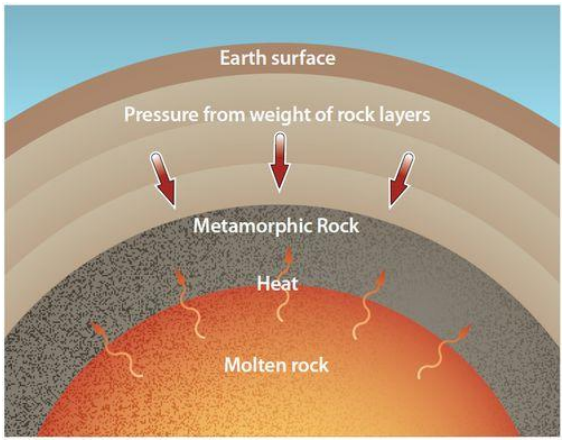
Most sedimentary rocks are more easily broken than most igneous rocks. Hit a sedimentary rock with a hammer, and it will crumble or break apart. Some sedimentary rocks contain fossils. Limestone is a sedimentary rock often packed with the fossilized skeletons and shells of tiny ocean creatures.

Some sedimentary rocks get their name from their sediments. Sandstone started as grains of sand, whereas mudstone formed from ancient mud.

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

Changing Form: Metamorphic Rock

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



One of the three major classes of rocks is metamorphic rock. Metamorphic rocks form when igneous or sedimentary rocks are exposed to extreme heat and pressure. They can even form from older metamorphic rocks. High temperatures and crushing pressure alter the minerals in the rocks. Mineral grains may be flattened or rearranged into layers, swirls, or stripes. They may also be changed into completely different minerals!

For example, take granite, an igneous rock. When granite is subjected to intense heat and pressure, it becomes a metamorphic rock called gneiss. When the sedimentary rock limestone is squeezed and heated deep below ground, it becomes a metamorphic rock called marble.

Metamorphic rocks tend to form deep within Earth's crust. The pressure from countless tons of overlying rock is tremendous. Equally powerful is the heat rising from hot magma in the mantle beneath the crust. Metamorphic rocks often form where tectonic plates are slowly colliding. They can also form as magma travels up through cracks in Earth's crust and heats the rocks around the cracks. If the heat of the magma completely melts the rock again, then it becomes igneous rock. If the rock is heated just enough to be changed, however, it instead becomes metamorphic rock.

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

What Exactly Are Rocks?

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

You don't have to look hard to find rocks. They are all around you—and under you, too! Earth's crust is made almost entirely of rocks. Mountains, hills, and cliffs are huge masses of rock that form landscape features. Pebbles in a streambed are smooth, rounded rocks. Chunky bits of broken rock form the gravel on a country road. Rocks go into making sidewalks and streets. Slabs of rock cover the outside of many buildings. Indoors, pieces of rock often make up floors, walls, stairs, and countertops. Museums are good places to see rocks that artists have carved into sculptures. The polished stones in some types of jewelry are rocks that people wear.

Rocks are all around. Some are carved into sculptures, others are used for jewelry.

All the varieties of rocks can be organized into three classes.

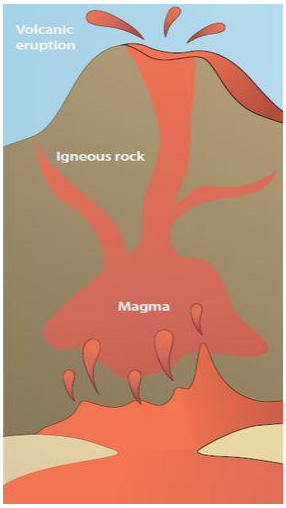
Just what are rocks, exactly? Rocks are naturally occurring materials made of solid, nonliving substances called minerals. Think of minerals as the building blocks of rocks. Some rocks are formed from just one mineral. Most rocks, however, are combinations of two or more minerals. Minerals appear as different-sized pieces, or grains, in rocks. Some rocks have very tiny mineral grains, giving the rocks a smooth, even texture. Other rocks have larger mineral grains and a rougher texture.

Imagine hiking up a mountain and picking up rocks along the way. When you reach the top, you'll probably have quite a collection. Your rocks may have different colors and textures. Some may have stripes or layers. Some might be hard and others crumbly. Some have tiny grains whereas others have large grains that glitter when they catch the light. All this variety might seem confusing. Yet geologists organize all rocks into just three classes, or basic types: igneous, sedimentary, and metamorphic.

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

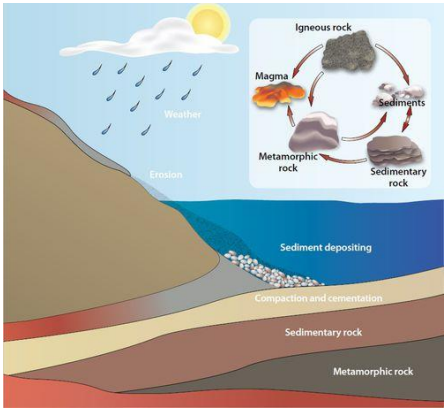
The Rock Cycle

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



Rocks you see in the world around you might seem like permanent fixtures. Given enough time, however, all rocks change. They are created, destroyed, and recreated in a continuous cycle. Geologists call this ongoing process the rock cycle.

The rock cycle has no starting or ending point. You can jump in anywhere to see how it works. Let's begin with magma erupting from a towering volcano. The magma (now lava) cools and hardens into igneous rock. Over the course of thousands of years, sun, wind, rain, and freezing temperatures cause the rock to weather, or break down into smaller pieces. The pieces continue to weather, slowly breaking down into sediments. Howling winds, flowing water, and gravity gradually move the sediments down the sides of the volcano and beyond. Movement of sediments from place to place is called erosion.



Imagine that the sediments end up in a lake, where they settle to the bottom. Over long periods of time, more layers of sediments are deposited on top of them. Compacting and cementing processes eventually turn the deeply buried sediments into sedimentary rock.

Now imagine that the sedimentary rock is near the edge of a tectonic plate. The plate collides with another plate—very slowly, of course. Tremendous heat and pressure generated by the collision gradually turn the sedimentary rock into metamorphic rock. As the plates continue colliding, their rocky edges crumple. The metamorphic rock is slowly pushed up higher onto Earth's surface. Think mountains! Exposed to air, rain, and snow, the rock begins to weather and erode.

Alternatively, one tectonic plate might be sliding beneath another. The metamorphic rock along the edge of the descending plate gets hotter and hotter as it nears the mantle. At some point it melts into magma—magma that someday might erupt from a volcano again.

Understanding how rocks change helps geologists understand how Earth has changed over time.

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

Panning For History

The Young Scout troop went on a camping trip one weekend. The 12 boys and their patrol leader went into the woods close to their home city of Sacramento, located in the state of California, U.S.A. They had many activities planned. The boys were going to learn about pitching tents, cooking on a fire, wood carving, and, because there was a river close by, panning.

Panning is simple and has a long history. It has been used for centuries to find rocks, minerals, and riches in riverbeds. All a person has to do is dip a large pan into a river, allow water, dirt, and stones to collect in it, and then shake. The pan can either have tiny holes or lengthy slits that will allow the water to escape, while leaving the rocks behind. There is always a chance that one of these rocks might actually be very valuable. One might even be a golden nugget!

The patrol leader had brought along six pans for the fun learning experience, so the boys worked in pairs. For a time, the boys went through the panning process and looked closely at the rocks they found. As they dipped and shook, then dipped and shook their pans some more, their patrol leader explained to them that panning for gold was in part responsible for one of the most important times in American history. And though a lot of people found riches in California, the gold rush of the mid-1800s also destroyed one man's fortune. That man's name was John Sutter.

Sutter had traveled to America from his home country of Switzerland after having a lot of trouble making money there. He left his wife and children in Switzerland, while he moved around the western part of the U.S. hoping to find a way to earn money. After years of effort, his work finally paid off. He was granted land in 1839 to form the colony of Nueva Helvetia, which means New Switzerland. This region is now known as the city of Sacramento. In the center of the colony in 1841, he was able to build "Sutter's Fort" as a trading center. Native Americans helped him build it, and he was able to give jobs to many people who were coming into the area from the eastern parts of the U.S. as well as some local Native Americans.

In 1847, Sutter was hoping to increase his wealth, and he began construction on a sawmill. A sawmill is a place where large tree trunks are cut down to make useful lumber. In January of 1848, the mill was almost complete when one of his workers came to him with a discovery that changed the United States forever. The worker, James W. Marshall, had found gold in a nearby river. He told Sutter, his boss, about it. Sutter felt that this discovery was actually a bad thing for him, and he was right.

Sutter and Marshall tried to keep the gold a secret, but people eventually found out. This affected Sutter because many of his workers just stopped working for him and began searching for gold. Then, thousands upon thousands of people from the eastern U.S., Mexico, and even Asia invaded the area, hoping to strike it rich. Many of these people were poor and desperate, so they were willing to make the long, dangerous trip to California from wherever they lived. A lot of them used the panning process in rivers to find gold because it was inexpensive and did not require large machines or explosives.

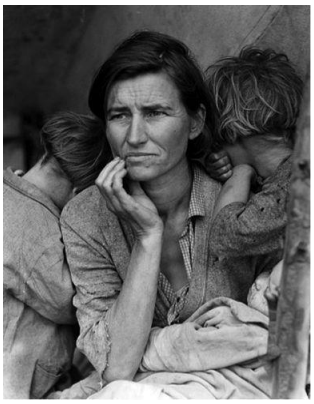
Many moved there in the year of 1849 and were then called '49ers. The nearby city of San Francisco grew tremendously, eventually becoming one of the biggest cities in the country. Roads were built so that people could get into the area. New laws were written, and, by September 1850, California was named the 31st state in the United States of America—one main reason being that so many people had moved there for gold.

Though some people struck it rich, Sutter was ruined. Nobody would work for him, and many people who came into the area stole from his farm and orchard. Soon, he would leave California and try his luck living in Pennsylvania.

None of the Young Scouts found any gold in the river during their camping trip. However, they heard quite a history lesson from their patrol leader about a really exciting time in history.

How Dorothea Lange and John Steinbeck Captured California in the 1930s

By the time California became an American state in 1850, it was already an important place for farming. Miners, ranchers, and farmers had been settling there for decades due to the state's many types of geography. California had a population of about 90,000 in 1850, and this grew to over 5 million by 1930. By the 20th century, California produced a lot of the nation's fruits, vegetables, and other crops.



When severe drought hit the Great Plains in the 1930s, many sought refuge in California. Migrant laborers arrived in the United States with no work, and their families often went hungry. This disastrous time was captured by newspaper reporters, but it also lives on in history through novels and photographs. Two Californians in particular were exceptional at recording this hard period.

John Steinbeck was born in Salinas, California, in 1902. He attended Stanford University, also in California, though he did not graduate. Eventually he moved to New York to become a writer, but he did not manage to get a career off the ground. He returned to his home state, where he started to write fiction about California and its people. Many of Steinbeck's most famous novels and short stories were written in the 1930s during America's Great Depression. Even though they are fictional, his subjects often show what was happening in history at the time. His book *Tortilla Flat* focused on people living in the countryside in Monterey, California.

Tortilla Flat is a funny story about a group of friends mostly enjoying themselves, but Steinbeck's later books dealt with more serious issues. *In Dubious Battle*, which the writer published in 1936, looks at migrant laborers who picked fruit in California's orchards. The workers were striking for better working conditions. Steinbeck also used his work to show the life and hardships faced by California's migrant ranch workers. *Of Mice and Men* is his story of two such workers, Lennie and George, who make their way from one town to another in California looking for work. Their dream is to own their own land one day, but many obstacles make this difficult to achieve.

Finally, Steinbeck's most famous novel about Californians is *The Grapes of Wrath*, published in 1939. Like some of Steinbeck's other stories, the book shows people facing poverty and hardship during the Great Depression. In the novel, a family of tenant farmers, the Joads, moves from Oklahoma to California after a drought leaves them too poor to farm. They are forced to become migrant laborers in order to survive.

Steinbeck's novels showed fictional versions of the very real problems people in California faced during the 1930s. In contrast, the photographs of Dorothea Lange offer real-life examples of hardship. Lange was born in New Jersey in 1895. As a young adult, she settled in San Francisco, California. She had decided in high school to become a photographer, and at first, she ran her own studio, where she took people's portraits.

During the 1920s, Lange traveled with her first husband, Maynard Dixon, around the southwestern United States. She began to take pictures of people and places in what is called "documentary style photography," because of the way it documents people's lives. In the 1930s, during the Great Depression, she began to take many more photos of the poor in order to illustrate the many problems they faced. She started with what she saw right in San Francisco and took pictures of striking laborers and people waiting on bread lines.

In 1934, Lange started working for the California State Emergency Relief Administration. The next year, she began to work as a photographer for the Resettlement Administration. Lange worked with her second husband, Paul Taylor, who wrote reports on migrant farm workers while Lange took the photos.

In 1936, Lange took what became her most famous picture. "Migrant Mother" shows a woman staring away from the camera. She is surrounded by some of her children. Two of them are hiding their faces. Everyone is hungry. The family is stuck in a pea-pickers' camp in California. They sold the tires on their car in order to buy food. Conditions at the migrant workers' camps were terrible. After Lange put the photo in a newspaper in San Francisco, the government stepped in to make sure no one at the camp starved. Without Lange and her work, conditions there could have been very different.

While we have history books to remind us of what took place in California and across the country during the Great Depression, photos and fiction can serve this purpose, too. Steinbeck's novels and Lange's photographs, showing specific people and events from that time period, have made a lasting impression on how we view the events of 1930s California.

Use the article "Panning for History" to answer questions 1 to 2.

1. Who were the ’49ers?

2. Why did thousands of people from the Eastern U.S., Mexico, and Asia move to California? Support your answer with information from the article.

Use the article "How Dorothea Lange and John Steinbeck Captured California in the 1930s" to answer questions 3 to 4.

3. What happened to the Great Plains in the 1930s?

4. Why might many people have moved to California in the 1930s? Support your answer with information from the article.

Use the articles "How Dorothea Lange and John Steinbeck Captured California in the 1930s" and "Panning for History" to answer questions 5 to 7.

5. Compare the people who moved to California in 1849 with the people who moved there in the 1930s.

6. Contrast the people who moved to California in 1849 with the people who moved there in the 1930s.

7. Do the reasons that many people moved to California in 1849 have anything in common with the reasons that many people moved to California in the 1930s? Support your answer with information from both articles.