PIKE COUNTY SCHOOLS

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4th

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Dear Parents and Guardians.

We are aware of the concerns of our families and community members about the spread of the Coronavirus and other similar illnesses. Our school nurses are working closely with the Pike County Health Department and Pikeville Medical Center to monitor the health of our students. At this time, we do not have any confirmed cases of the coronavirus in our schools; however, we continue to see an increased number of children with flu or flu-like symptoms. Because of this, we have asked our Principals to ensure that our school custodians increase their cleaning and disinfecting efforts in all buildings. Currently, we are requesting additional Non-traditional Instructional days to be used as needed.

The following are recommendations from the Center for Disease Control and Prevention (CDC) on how to prevent the spread of viruses like the coronavirus and flu:

1. Stay home if you are sick
2. Avoid touching eyes nose and mouth
3. Cover coughs and sneezes. Use a tissue to cover coughs and sneezes, then dispose of tissue. When tissue is not available, cough or sneeze into your elbow.
4. Clean and disinfect surfaces or objects
5. Wash hands with soap for 20 seconds

If your child has been diagnosed with the flu or similar illnesses, please contact the school so we can monitor the number of cases in Pike County.

If you have questions about COVID-19(Coronavirus) you can call the state hotline at 1-800-722-5725 or visit http://www.cdc.gov/coronavirus/2019-nCoV/index.html. Follow Kentucky related information at www.kycovid19.ky.gov





*Attached are ten days of NTI work should the district Cancel School and have additional NTI days.

BEVINS ELEMENTARY NTI ASSIGNMENTS FOR SPECIAL CLASSES

Below is a list of activities to be completed on NTI days for special classes. **Choose one activity from the box that matches what the student has for special class on the day of the week we have the NTI day.** For example, if your child has PE on Mondays and the NTI day falls on Monday, he/she will complete ONE activity for PE that day. Please check your child's NTI packet for a list of which special class they have on which day. On the last page of this packet is a sheet of paper sectioned into ten sections. Please cut apart and send back with the rest of the completed NTI work as documentation of special class work completed.

SELECT ONLY ONE PER NTI DAY BASED ON YOUR SPECIAL CLASS SCHEDULE	
PE	○ Physical Challenge – do 5 push-ups, 10 jumping jacks, and 5 sit ups ○ Go to https://family.gonoodle.com/ and select 1 video to complete
LIBRARY	○ Read your AR book ○ Read a book on Capstone (directions are below)
CHARACTER ED	○ Do an act of kindness for someone in your family today ○ Show manners during one meal today
COMPUTER LAB	○ Go to https://typ.tt/bevinsky and log in to TypeTastic and work for 20 minutes on typing – Students all know their logins. ○ Go to http://www.primarygames.com/langarts/typing.php and select Winter Typing if you are in grades K-2 or select Space Word Defense if you are in grades 3-5.
K-2 ART	○ Go to "You Tube" type in "Art for Kids Hub" or use link below https://www.youtube.com/results?search_query=art+for+kids+hub Select a drawing, and follow the step-by-step instructions to practice art drawings. ○ Read a book and draw a picture of one character in the book.
3-5 Science Lab	○ Write a sentence about today's weather and record the temperature. ○ Check the phase of the moon at night. Write one statement about what the moon looks like.

To access the Captstone e-books, log onto the Pike County Schools home page at: www.pike.kyschools.us
From there, select "Quick Links" and "Student Links".
Click on either:

- "Capstone Interactive" (most of the books on this site have read-aloud audio that will read the story to the children). Capstone Interactive provides a free iPad app. Students may download up to 20 books per device. One the book is downloaded, Wi-Fi is not needed for students to access the book.
- "Lerner Digital"
- "Abdo Digital"

The username for all websites is: bevins, and the password is: school.
Select the book of your choice and enjoy!
Don't forget to take an Accelerated Reader test on the book that you read when you return to school.

Kidd

M-Library
T-Computer Lab
W-Science Lab
TH-P.E.
F-Character Education

Mullins

M-PE
T-Library
W-Character Ed.
TH-Computer Lab
F-Science Lab

4th Grade Non-Instructional Days #11-15
Reading/Writing/Language/Social Studies

Day 11	Day 12	Day 13	Day 14	Day 15
Article: The Stagecoach Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.G.HE.1: Analyze how geographic features created challenges and opportunities for the development of Colonial America. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Bald Eagle Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.C.CV.1: Assess the ability of various forms of government to foster civic virtues and uphold democratic principles. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Ellis Island Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.G.MM.1: Compare the distinctive cultural characteristics of groups that immigrated or were brought here forcibly to the United States from other nations from European Exploration to the Thirteen Colonies. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Types of Government Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.C.CV.1: Assess the ability of various forms of government to foster civic virtues and uphold democratic principles. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Causes of the Civil War Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.H.CE.1: Utilize chronological sequence of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.

4th Grade Math and Science

NTI Days 11-15

Day 11	Day 12	Day 13	Day 14	Day 15
Math Students will complete a worksheet reading and writing numbers in word and expanded form. **Standard** 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place >, =, and < symbols to record the results of comparisons.	**Math** Students will complete a worksheet dividing whole numbers up to 4 digits by 1 digit divisors. **Standard** 4.NBT.6 Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Math** Students will complete a worksheet comparing multi-digit whole numbers. **Standard** 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place >, =, and < symbols to record the results of comparisons.	**Math** Students will complete a worksheet multiplying whole numbers up to 4 digits by a one digit number. **Standard** 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Math** Students will complete a worksheet multiplying 2 by 2 digit whole numbers. **Standard** 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Science Students will read a passage about how wind is changed into electricity and answer questions. **Standard** 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**Science** Students will complete a worksheet with questions about animal structures and functions. **Standard** 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	**Science** Students will complete a worksheet about energy usage using a circle graph. **Standard** 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. **Science Practice** Analyze and Interrupt data.	**Science** Students will read real life situations and determine if weathering, erosion, or deposition was occurring. **Standard** 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	**Science** Students will identify the various forms of energy that objects have. **Standard** 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Directions: Write each numeral in word form and expanded form.

3,789

Word Form: _____

Expanded Form: _____

20,605

Word Form: _____

Expanded Form: _____

109,230

Word Form: _____

Expanded Form: _____

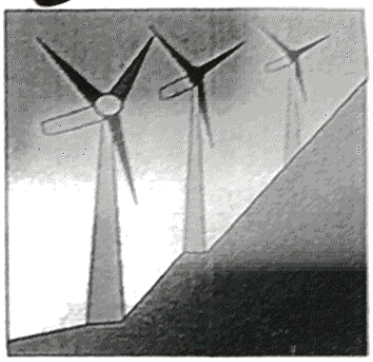
324,709

Word Form: _____

Expanded Form: _____

Day 11

Wind Energy



Wind is another type of renewable energy resource. Wind has been used for many years to power sailboats and windmills. Different parts of the world get different amounts of energy from the Sun. When warm air rises, cool air moves up to replace it. This causes wind.

Wind can be made into electricity using a machine called a wind turbine. Most of these turbines look like huge airplane propellers on a pole. One turbine can provide enough electricity for 600 homes. In many places that receive a lot of constant wind, wind farms are built. These farms could contain hundreds of turbines. California has the most wind farms in the United States.

Wind energy has advantages and disadvantages. Since wind happens naturally, it is a free resource. It is also renewable and doesn't cause any pollution.

One disadvantage of wind energy is that it can't be found everywhere. Wind farms have to be built in areas where wind is constantly blowing. The turbines are expensive to build and maintain. They are also very loud and can be dangerous to birds.

1. How does wind energy create electricity?

_____

2. What is an advantage of wind energy?

_____

3. What is a disadvantage of wind energy?

_____

Day 17

The Stagecoach



Back in the 1820's, the stagecoach was created to carry people, packages, and mail across the country. Though there were many types of stagecoaches, the most popular stagecoach for passenger service was the Concord Stagecoach. It was first built in 1827. This stagecoach was built like a basket on leather straps that swung from side to side. The coaches weighed more than a ton and cost between $1,500 and $1,800, which was a great deal of money at the time. These stagecoaches had room for up to nine people with seats in front, in back, in the middle, and even on top.

The stagecoach originally got its name from the word "stage", which referred to the distance between stations as each coach traveled the route in stages. There were two types of stations, the home station and the swing station. A home station could be found about every 50 miles. These were generally run by a couple or a family. Home stations would offer travelers meals, a place to sleep for the night and a place for drivers to be switched. They also included stables with fresh horses, a blacksmith shop, a repair shop, and a telegraph station.

Swing stations could be found about every 12 miles. In fact, at one time, there were more than 150 stations between Kansas and California. Swing stations were smaller and consisted of simply a small cabin and a barn or corral. These were usually run by a few bachelor stock tenders who would help change out the two to six horses while the passengers would stretch their legs for ten minutes before the coach was on its way again.

Stagecoach travel for passengers was very uncomfortable. The rides were bumpy and crowded. If passengers wanted to sleep, they had to do so sitting up and it was bad etiquette to sleep on your neighbor's shoulder. The stagecoaches also had strict rules for travel which included not greasing one's hair, as dust would stick to it, not spitting, cursing, or smoking if ladies were present, and not grumbling if the driver asked you to get out and walk during rough spots.

Stagecoach travel was not easy. Stagecoach drivers had to face terrible weather, rocky or pitted roads, treacherous terrain, and Native American and bandit attacks. Regardless, the stagecoach was a popular form of travel in the American West for many years until the Transcontinental Railroad, when it was in less demand. The stagecoach service finally ended when automobiles were introduced in the early 1900's.

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Stagecoach Questions

Name: _____

1. What three things were stagecoaches designed to carry? _____

_____

_____

2. How were home stations and swing stations alike? _____

_____

_____

_____

_____

_____

3. How were home stations and swing stations different? _____

_____

_____

_____

_____

_____

_____

4. Make an inference. Why do you think bandits often attacked stagecoaches? _____

_____

_____

_____

5. Which two types of transportation led to the end of the stagecoach?

_____

_____

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Bald Eagles



Our national symbol since 1782, the bald eagle may look bald, but its head is actually covered in tiny white feathers. Actually, the name comes from an old English word, "balde," which means white.

Bald eagles are one of the largest raptors in the world. They have a 7 foot wing span, a weight of 7 - 16 pounds, and an overall size of 28 - 38 inches. Female bald eagles are a bit bigger than males. Bald eagles use thermal convection currents to reach great heights when flying (up to 10,000 feet in the air) and they can reach speeds of up to 40 miles per hour.

Bald eagles like to eat fish, ducks, snakes and turtles but they will also eat rabbits, muskrats, and even dead animals. Bald eagles attack their prey by using their keen sense of sight to swoop down and grab the prey with their sharp talons. Once they capture their prey, they use their hooked beak to eat the animal.

Preferring to live near a constant water source (either fresh or salt) eagles make huge nests, called aeries (AIR-ees) at the top of tall trees. Most nests are about two feet deep and five feet across but some can be much bigger, weighing up to a ton. Some parents return to the same nest each year and add more sticks, twigs, and grass each time.

A pair of eagles usually produces three eggs a year but it is unlikely that all of those will survive. Both parents take turns sitting on the eggs and while one is keeping the eggs warm, the other hunts and gathers more nesting materials. After a little over a month, the eggs hatch and the eaglet's entire body is covered in gray feathers. When they are three weeks old, their feathers turn brown and by four to five years old, they finally have the typical brown and white colored pattern. In the wild, eagles can live to be about 35 years old.

At one point, bald eagles were close to becoming extinct due to hunting and pollution, but laws to protect the eagle have helped them make a comeback.

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Bald Eagles

Name: _____

1. Why do you think the bald eagle was selected as America's national bird?

2. Which two physical characteristics of eagles help them hunt prey?

3. Make an inference. Why do you think eagles build their nests in the tops of tall trees?

4. Describe how the mother and father eagle work together before the eggs hatch.

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$9\overline{)789}$

$6\overline{)542}$

$5\overline{)4,293}$

$8\overline{)453}$

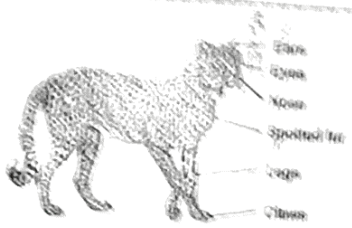
$5\overline{)732}$

$4\overline{)5,615}$

4th Grade Science
NTI Day 12

Science Power Quick Check! # 1

Name _____



Select one external body structure of the cheetah labeled in the diagram. Explain how that body structure helps the cheetah to survive in its environment.

Body structure: _____
Explanation: _____
_____



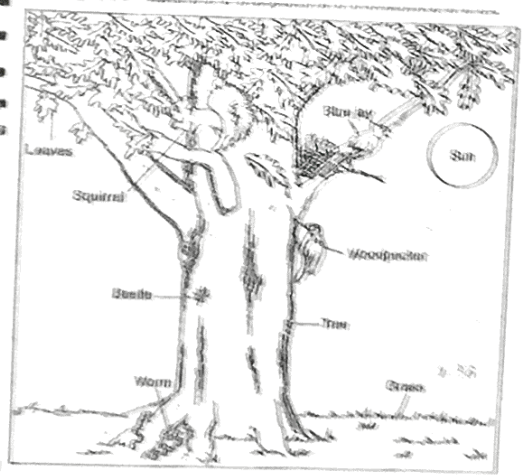
To react to changes in its environment, an individual plant might do any of the following except which one:

a) grow
b) die
c) adjust to the changes
d) move to another area

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Science Power Quick Check! # 2

Name _____



1. The baby birds in the nest are competing for _____

A food
B mates
C predators
D camouflage

2. The brown beetle on the brown bark is what adaptation? _____

A food
B mates
C predators
D camouflage

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Ellis Island Day 13



Ellis Island is located in the upper bay, just off the New Jersey coast and is very near the Statue of Liberty. From 1892 to 1954, over twelve million immigrants from eastern and southern Europe came to America to escape poverty and to gain religious freedom. Most of these people had to come through Ellis Island first, and pass inspections before traveling to their new homes.

Immigrants traveled for one to two weeks across the often rough Atlantic Ocean to make their way to America. As many as 3,000 people from different countries, speaking different languages, and belonging to different religions crowded each ship. Passengers purchased tickets which separated them by wealth and class. First and second class passengers stayed in nicely appointed staterooms and cabins. Most people however, were in third class, which is called "steerage." Steerage was a large, open space at the bottom of the ship.

When the ship docked in the harbor, health officers would board the ship and look for signs of diseases. If the ship passed their inspection, doctors then examined the health of first and second class passengers on the ship. These lucky few were processed quickly and could leave the ship immediately.

Third-class passengers often would wait for hours or days until a smaller ferryboat took them to Ellis Island for their medical and legal inspections. In the Great Hall of Ellis Island, doctors would briefly scan every immigrant for obvious physical ailments, giving them a "six second physical." If a person did not pass the medical exam, they were cared for at the island's hospital or kept in quarantine and treated for days, weeks, or even months. Eventually, the individual's medical report was reviewed and a decision was made to allow the person into the United States or to send him/her back.

After medical inspections, each person was asked a series of 29 questions such as: Where were you born? Are you married? What is your occupation? Have you ever been convicted of a crime? How much money do you have? What is your destination? If the answers were different from the ship's manifest (records), they would be held for more questioning. Most immigrants passed successfully, with only two percent of the immigrants excluded from entering the United States. The two main reasons why an immigrant would be excluded were if an immigrant had a contagious disease that would endanger the public health or if a legal inspector thought the immigrant was unlikely to work or would become an illegal contract laborer.

Although Ellis Island was known to some as the "Island of Tears," most immigrants were treated respectfully, and were free to begin their new lives in America after only a few short hours on Ellis Island.

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Ellis Island

Name: _____

1. Why did most immigrants want to come to America? Name two reasons.

_____

_____

_____

_____

2. What was the difference between first or second class rooms on the ship and the third class passenger's rooms? _____

_____

_____

_____

_____

3. Make an inference. Why do you think it was so important to do medical examinations for the newly arriving immigrants? _____

_____

_____

_____

_____

4. Why did the inspectors ask the immigrants the series of twenty nine questions? _____

_____

_____

_____

_____

_____

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Name: Date:

4th Grade Math
NTI Day • 13

Comparing Numbers

Directions: Use ≤, >, or = to compare the following sets of numbers.

8,719 ___ 7,819

125,789 ___ 125,879

36,782 ___ 37,762

671,922 ___ 617,922

5,578 ___ 5,587

23,780 ___ 27,380

219,680 ___ 219,680

32,971 ___ 39,217

5,488 ___ 4,588

374,974 ___ 374,794

4,871 ___ 4,781

344,988 ___ 344,998

51,332 ___ 51,322

1,689 ___ 1,869

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Day 13

Skills:

Interpret information gained from a graph.

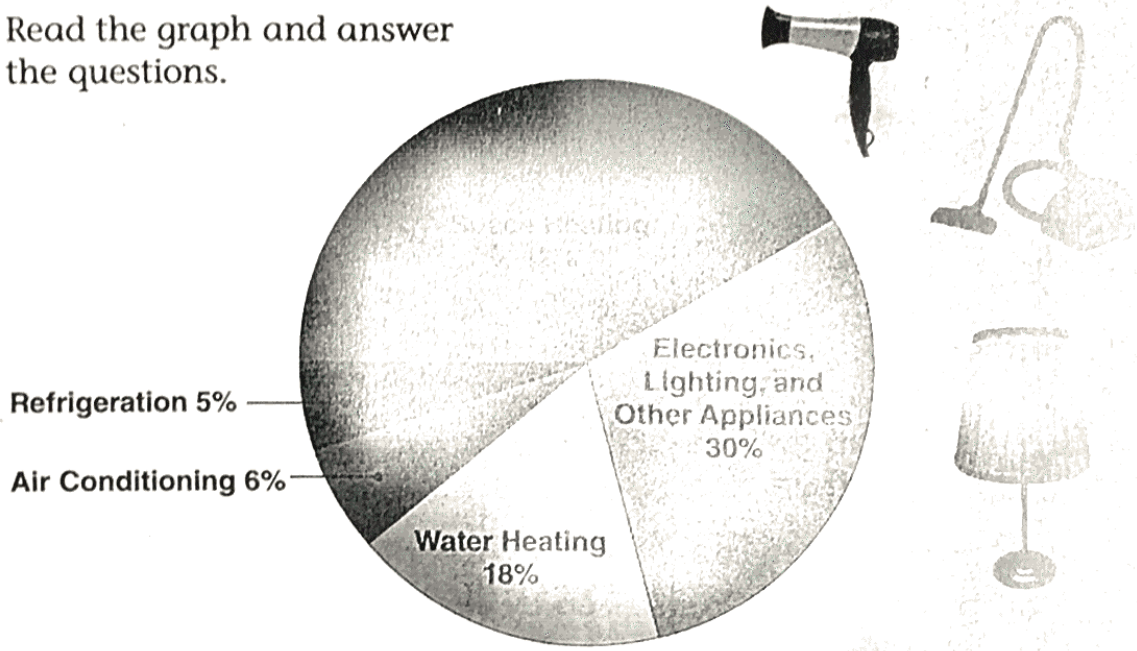
Demonstrate understanding of relative quantities expressed as percentages.

What Is Energy?

We Use Energy

Think of the many things in a home that use some form of energy to make them work. *Appliances* such as refrigerators, washers, dryers, and dishwashers use energy. *Electronics* such as computers and televisions use it. Heating systems, air conditioners, and lights all use energy. This graph shows how energy is used in homes.

Read the graph and answer the questions.



U.S. Energy Information Administration 2009

1. Which is used more—energy for heating or for cooling?

_____

2. What is 30% of the energy used for in homes?

_____

3. List in order the top three uses of energy in homes.

_____

_____

_____

Types of Government

Day 14

A long, long time ago, most people lived with their own family or with one or two other families and they didn't have any need for government. If something needed to be decided, the elders would be consulted. About seven thousand years ago, when the world's population started to increase, larger groups of people banded together for protection. It was at this time that governments were created.

Today, most countries have a single form of government, while others combine the characteristics of several types of governments. Here are seven basic types of governments:

1. Democracy: A democracy is a government that is ruled by the people or by representatives chosen by the people. In this type of government, citizens can run for public office at the local, state, and national level. Voters determine who will represent them in office and citizens enjoy a great amount of freedom.

2. Dictatorship: A dictatorship is ruled by a single individual who has complete power over a country. This power is usually gained through force and citizens have no say in this type of system. Many dictators rule without regard to the wants or needs of their people. One example of this type of dictator would be Adolf Hitler in Germany. Other times, the dictator might be "benevolent" and leads the country with consideration for its citizens.

3. Monarchy: A monarchy is ruled by a king or a queen, who inherited their position. When the ruler is very old or dies, the position is usually inherited by the first born of the family. In earlier days, monarchs had ultimate power and owned all the public land, but in recent years many countries (like Great Britain, Sweden, and Spain) have monarchies who are more symbolic rather than powerful. They also have democratic heads of state who are involved in the lawmaking process.

4. Theocracy: A theocracy is ruled by the religious leaders of a country. While they follow their king, their belief is that God and His principles are above any earthly rule. Several Islamic nations fall into this category.

5. Totalitarian: Totalitarian governments are similar to dictatorships, except that the country is ruled by the dominate political party, rather than a single individual. In this type of system, opposing political parties are not allowed to form and the government has strict control of all aspects of a person's public and private life. Communism is a type of totalitarianism and the former Soviet Union and Vietnam are examples of this government.

6. Republic: A republic has democratic principles but is led by a single individual. In a democratic republic, this individual (the president) is elected by the people. The USA is an example of a republic. In a non-democratic republic, leaders are not elected but are chosen by a small group of people and can stay in office for a long time.

7. Anarchy: An anarchy is when a country is thrown into chaos due to war or civil unrest and there is no government. Somalia in the 1990's is an example of this.

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Types of Government

Name: _____

1. How were decisions made before government existed? _____

2. In which type of government system do rulers inherit their position?

3. Which type of government system is actually the lack of a government system? _____

4. Compare and contrast two government types: _____

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Name: Date:

4th Grade Math
NTI Day 14

Multiplication (By 1 Digit)

Directions: Use the strategy of your choice to find the product.

$$\begin{array}{r} 89 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 625 \\ \times\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 3{,}822 \\ \times\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 819 \\ \times\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 5{,}677 \\ \times\ 6 \\ \hline \end{array}$$

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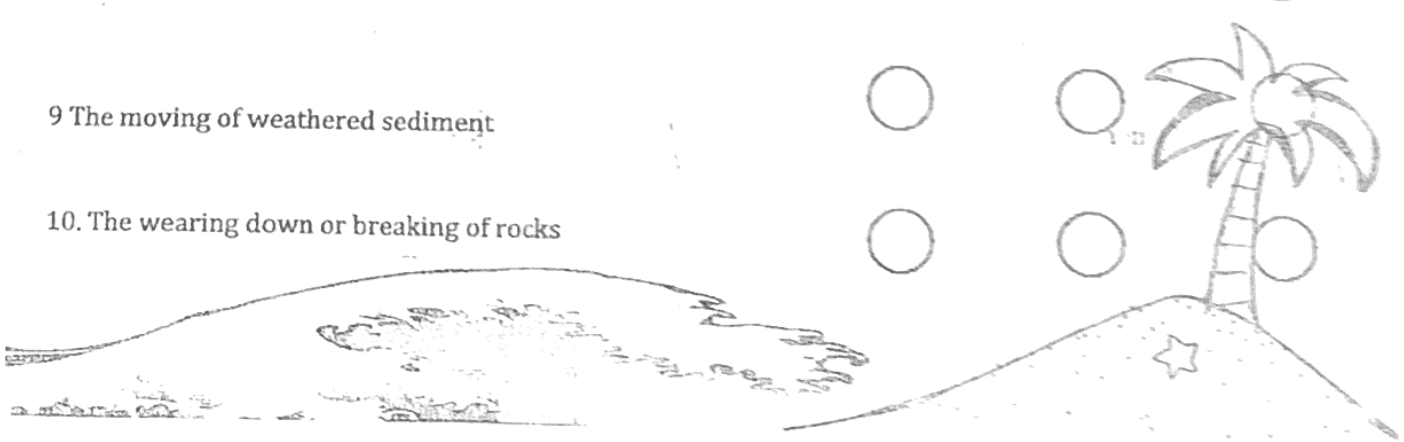
4th Grade Science
NTI Day 14

Name: _____ #_____

Weathering, Erosion, and Deposition

Think about what you have seen and learned about erosion to complete the chart below.

	Weathering	Erosion	Deposition
1. The roots of a plant grow in the cracks of a sidewalk. As the root grows larger the cement begins to crack.	○	○	○
2. A delta is formed at the mouth of a large river.	○	○	○
3. A rabbit burrows into the crack of a large rock and widens and splits the rock.	○	○	○
4. The dropping of sediment to a new location	○	○	○
5. Dust and sand are blowing in the air during a windstorm.	○	○	○
6. Ice melts in the crack of a large boulder and carries away loose sediment.	○	○	○
7. Due to rain, the paint on an outside bench begins to crack.	○	○	○
8. Blowing sand comes to a rest forming a sand dune.	○	○	○
9 The moving of weathered sediment	○	○	○
10. The wearing down or breaking of rocks	○	○	○



Causes of the Civil War

Day 15

When asked why the North and the South fought in the Civil War, a common explanation is that the Civil War was fought over slavery. Even though slavery was a major issue, however, it was not the only issue that led to the 'Great American Tragedy'. In addition to slavery, the Civil War was caused by unfair taxation and states' rights.

Unfair Taxation

The United States during this time was divided into sections. The South relied on large cotton plantations for its economic strength. These crops were sold to cotton mills in England, and ships brought back manufactured goods produced in Europe. By the early 1800's, the North had become industrialized and factories there produced many of the same items that the South used to buy from Europe. Northern politicians realized this and were able to pass heavy taxes on imported goods from Europe. This meant that to avoid these taxes, Southerners would have to buy goods from the North instead of Europe. These taxes angered Southerners.

States' Rights

Southerners felt that they were being treated unfairly by the Federal (national) government. They believed that each state had the right to overturn any law that the Federal government passed. They also believed that individual states should be able to secede (leave) the United States to create their own independent country if they were treated unfairly. Most Northerners were against these ideas and thought that this emphasis on "states' rights" would weaken the United States.

Slavery

The most emotional conflict between the North and the South, was over the issue of slavery. In the North, many people were opposed to the idea that one person could "own" another and they worked hard to end slavery. These abolitionists wrote books, published newspapers against slavery, and even helped escaped slaves come north to freedom. Southerners saw this opposition to slavery as an attack on their way of life. They felt that slaves were their "property", and that the Federal government should have done more to protect their "property" from running away. The westward expansion concerned Southerners as they wished to expand slavery into the western territories, while the North was committed to keeping them free. The South worried that these free states would weaken their influence on the Federal government. The last straw came when Abraham Lincoln, a member of the Republican Party, was elected President of the United States in 1860. He promised to keep the country united and the new western territories free from slavery. At this point, seven southern states voted to secede from the United States and to create their own nation, which they named the Confederate States of America. The Civil War started on On April 12, 1861 and lasted four years, costing 620,000 lives. In the end, the North won the war, slavery was ended, and the country was able to stay together.

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Causes of the Civil War

Name: _____

1. What did the author list as the three causes of the Civil War?

_____

_____

_____

2. In the second paragraph, the author stated that Southerners were angry that they were being forced to buy goods from the North instead of Europe. Make an inference. Why do you think this made them angry? _____

_____

_____

_____

_____

3. What is an abolitionist? What kinds of things did they do?

_____

_____

_____

_____

_____

4. Why was it important to the South that the new states would allow slavery? _____

_____

_____

_____

_____

_____

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Name: Date:

4th Grade Math
NTI Day 5

Multiplication (By 2 Digits)

Directions: Use the strategy of your choice to find the product.

$$\begin{array}{r} 92 \\ \times\ 43 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ \times\ 34 \\ \hline \end{array} \qquad \begin{array}{r} 78 \\ \times\ 41 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ \times\ 37 \\ \hline \end{array} \qquad \begin{array}{r} 46 \\ \times\ 28 \\ \hline \end{array} \qquad \begin{array}{r} 45 \\ \times\ 19 \\ \hline \end{array}$$

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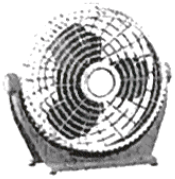
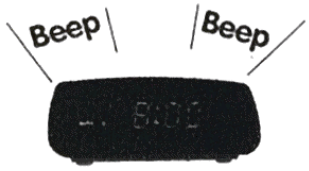
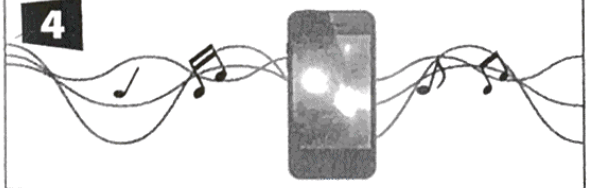
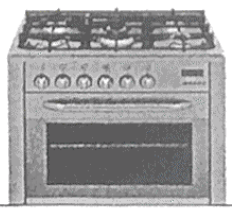
Skills:
Interpret and apply information gained from text and illustrations.

Electrical Energy

Kinds of Energy

Electric currents can move energy from place to place. Electric currents produce heat energy in a toaster and light energy in an LED. They also produce the energy of motion in a fan and the energy of sound in a microphone.

For each picture, list one or more kinds of energy that are being produced from electric currents. Use the words *heat, light, motion,* and *sound.*

1 	
2 	
3 	
4 	
5 	
6 	

4th Grade Non-Instructional Days #16-20
Reading/Writing/Language/Social Studies

Day 16	Day 17	Day 18	Day 19	Day 20
Article: The Symbolism of the Dollar Bill Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.C.CV.1: Asses the ability of various forms of government to foster civic virtues and uphold democratic principles. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Native Americans of the Northwest Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.H.CH.1: Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Sarah Edmonds Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.H.CH.2: Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Nelson Mandela Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.H.CH.2: Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies. L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.	Article: Grandma Moses Read the article and answer the five questions. Use the text to support your answer. RI.4.10: By the end of the year, flexibly use a variety of strategies(i.e, questioning, monitoring, visualizing, inferencing, synthesizing, using prior knowledge, determining importance) to read and comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. 4.H.CH.2: Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies L.4.1: When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. C.4.6: Summarize relevant information from experiences or gather relevant information from various print and digital resources; take notes, categorize information and provide a list of sources.

4th Grade

Math & Science

NTI Days 16-20

Day 16	Day 17	Day 18	Day 19	Day 20
Math Complete worksheet on identifying the value of a specific digit. **Standard** 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700/70 = 10 by applying concepts of place value and division.	**Math** Complete worksheet with multi-digit addition and subtraction. **Standard** 4.NBT4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**Math** Complete a worksheet on comparing fractions. **Standard** 4.NF.2 Compare two fractions with different numerators and different denominators.	**Math** Students will complete a worksheet on adding and subtracting fractions with like denominators. **Standard** 4.NF.3 Understand a fraction a/b with a > 1 sum of fractions 1/b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.	**Math** Students will complete a worksheet on converting fraction with a denominator of 10 to a fraction with a denominator of 100. **Standard** 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
Science Students will complete a worksheet matching topographic maps to the side view of a mountain. **Standard** 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]	**Science** Students will read about the amplitude of a wave and answer questions. **Standard** 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	**Science** Students create a bar graph using data about flightless birds. **Standard** 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. With focus on the practice of analyzing and interrupting data.	**Science** Students will complete a worksheet about renewable resources. **Standard** 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	**Science** Students will read and interrupt data from reading a thermometer. **Science Practice** With focus on the practice of analyzing and interrupting data.

Symbolism on the One Dollar Bill

Day 16

You've probably seen a one dollar bill many, many times, but how often have you stopped and looked at it carefully? The dollar bill is full of symbols. In fact every single letter, number or symbol was put there for a reason.

The Front of the Dollar Bill

On every dollar bill is a letter inside of a circular seal. This tells you which Federal Reserve Bank placed the order for that bill. A = Boston, B = New York City, C = Philadelphia, D = Cleveland, E = Richmond, Va., F = Atlanta, G = Chicago, H = St. Louis, I = Minneapolis, J = Kansas City, K = Dallas, and L = San Francisco. The location of the Federal Reserve can also be found in the black number that is repeated four times. For example, if you have a bill from Dallas (the symbol is the letter K) then the number on the bill will be 11 because K is the eleventh letter in the alphabet.

You can see the United States Treasury Seal next to George Washington's portrait. A set of scales stands for the idea that America values justice. In the center is a chevron (stripe) which represents the 13 original colonies. Underneath that is a key that is meant to represent authority and the year 1789 which is the year the Department of Treasury was established.

The Back of the Dollar Bill

On the back of the dollar bill are two circles which reflect the two sides of the Great Seal of the United States. If you look at the left hand circle, you will see a Pyramid, which might signify the idea that America is strong and long lasting, just like the pyramids. The Pyramid is not finished, but stops at the 13th step, which may mean that our country started with 13 colonies but will continue to grow. Above the pyramid is the capstone with an "all-seeing eye," which is an ancient symbol that reinforces the belief that God was watching and was pleased with the creation of this new nation.

At the top of this circle are the Latin words "Annuit Coeptis," meaning "God has favored our undertaking." Many of our country's founders, including George Washington and Benjamin Franklin believed that one person could not succeed without the help of God. The Latin below the pyramid, "Novus ordo seclorum," means "a new order for the world," which indicates that it was the beginning of America's new government.

At the base of the pyramid is the Roman Numeral for 1776 (MDCCLXXVI). M is 1,000, D is 500, CC is 200, L is 50, XX is 20, VI is 6. When you add these numbers together, they equal 1776, the year that the Declaration of Independence was signed.

The circle to the right has America's national bird, the bald eagle, holding arrows (symbolizing war), and olive branches (symbolizing peace) in its talons. The eagle holds a banner in its beak that reads "E Pluribus Unum," meaning "Out of many, one," in Latin. The idea is that the 13 very different colonies came together to form one nation. The shield on the eagle's chest has a band at the top of the shield representing Congress and stripes underneath the band which represent the 13 original colonies. The 13 stars above the eagle's head stand for the idea that America is taking its place in the world, like a new constellation takes its place in the universe.

In the middle of the dollar are the words "In God We Trust" which were originally featured on coins, starting in Civil War times. When Congress passed a law declaring "In God We Trust" the national motto of the United States in 1956, it was added to the dollar.

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Symbolism on the Dollar Bill

Name: _____

1. If a dollar bill had a "J" in the circular seal on the front of the dollar, which Federal Reserve Bank issued the bill? Which numbers would be repeated four times? _____

2. In the third paragraph, the author states that "A set of scales stands for the idea that America values justice." What do you think justice means?

3. Make an inference. Why do you think the eagle had both arrows and olive branches in its beak? _____

4. Describe at least two pieces of evidence that show that the founding father's believed in God, as indicated on the dollar bill. _____

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NAME _____

(A)

NTI Day 16

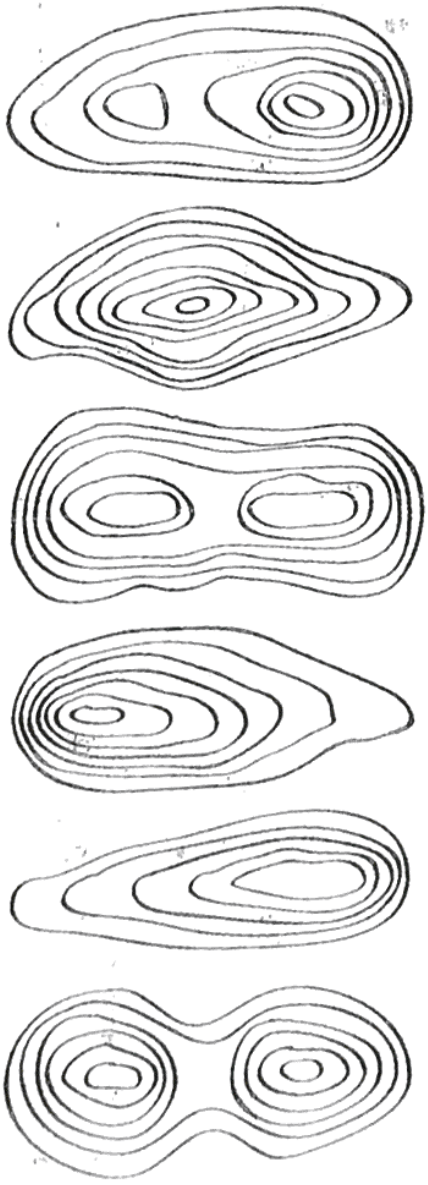
1. WHICH DIGIT IS IN THE HUNDREDS PLACE 78,568 _____	2. WHICH DIGIT IS IN THE TEN THOUSANDS PLACE 986,254 _____	3. WHICH DIGIT IS IN THE THOUSANDS PLACE 1,254 _____
4. WHICH DIGIT IS IN THE HUNDREDS PLACE 9,586 _____	5. WHICH DIGIT IS IN THE HUNDRED THOUSANDS PLACE 120,245 _____	6. WHICH DIGIT IS IN THE TEN THOUSANDS PLACE 658,574 _____
7. WHICH DIGIT IS IN THE ONES PLACE 3,257 _____	8. WHICH DIGIT IS IN THE HUNDREDS PLACE 68,741 _____	9. WHICH DIGIT IS IN THE TENS PLACE 85,744 _____
10. WHICH DIGIT IS IN THE THOUSANDS PLACE 5,247 _____	11. WHICH DIGIT IS IN THE HUNDRED THOUSANDS PLACE 69,854 _____	12. WHICH DIGIT IS IN THE ONES PLACE 587 _____
13. WHICH DIGIT IS IN THE THOUSANDS PLACE 256,354 _____	14. WHICH DIGIT IS IN THE HUNDREDS PLACE 547,896 _____	15. WHICH DIGIT IS IN THE TENS PLACE 258,741 _____

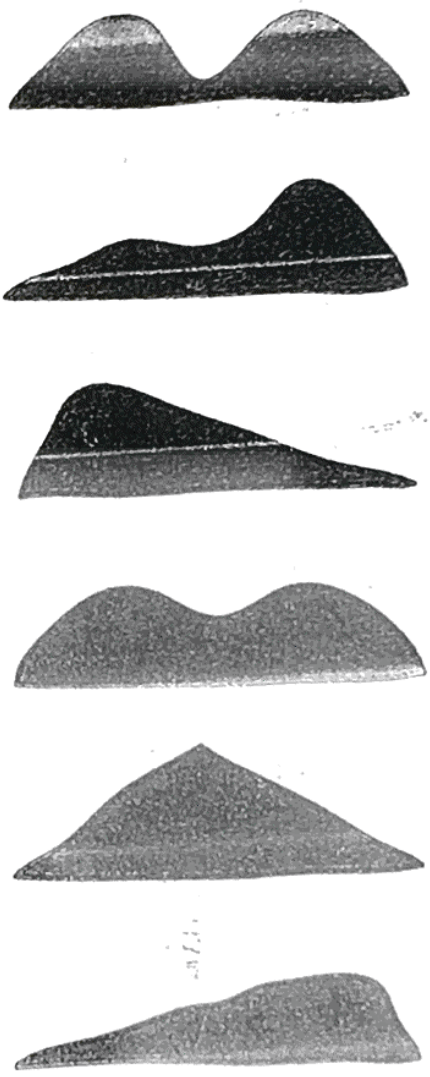
Map Reading Activity: Topograph

4th Grade Science
NTI Day 16

Topography is the study of elevations on land in relation to each other. It includes all valleys, mountains, and any sort of rise or dip in the ground. Topography is shown on a map with lines radiating out from sea level. The more lines in between sea level and any point, the higher in elevation it is. These lines are generally called contour lines.

For the activity below, draw a line from the contour image of the mountain rang on the left to the correct side view of the mountain range on the right.





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Native Americans of the Northwest

Day 17.



The Pacific Northwest people lived along 2,000 miles of coastline from northern California to southern Alaska. The coastal climate had cool summers and mostly mild winters. It rained quite often, so there was an abundance of trees and plants. Before the 1800's, more than 500,000 people lived in this area. The groups included the Chinook, Haida, Nootka and Tlingit.

Homes in the Pacific Northwest were very sturdy and were made from cedar boards. In these cedar plank longhouses, many families from the same clan lived together. They wove mats from cedar bark and hung these to make walls for the bedrooms. In the middle of the house was a fire which was used by all of the families for heat, cooking, and light. The house had one door, no windows, and a hole in the roof to let the smoke from the fire escape. Often times these homes were decorated with beautiful clan symbols, which were painted on the outside of the house.

In the front of the longhouse was a huge totem pole, carved from a tree trunk, which told the story of the clan's history. Animals, birds, fish and landmarks were carved on the poles. Totem poles were unique to the northwest people.

The most important tree in the forest by far was the cedar tree. Not only was it used to make homes and totem poles, but it was used to make almost everything, like canoes and dishes. Cedar bark was stripped, softened, and woven into baskets, rainhats, and even clothes!

Besides using cedar bark for clothing, they used materials they found in the region where they lived. In hot weather, men wore breechcloths and when it got cold, they layered with shirts and leggings. Women wore skirts and capes. Clothing was made of bark, woven grass, or animal skins, depending upon the weather.

Food was plentiful in the northwest and salmon was one of their main meals. Salmon could be caught using nets or spears but the bones from the first catch each year were placed in the river, in hopes that the fish would return the next year. Other types of fish, oysters, and clams, were typically eaten. Whales were also eaten and their bones and oil were saved for other purposes. The forests provided deer, rabbit, and berries. After gathering or hunting all of the food they needed for the whole year in the spring and summer, they took time to enjoy the winter, making artwork, carving totem poles and canoes, or playing games.

One northest celebration they also enjoyed was the Potlatch. The birth of a son, the death of a leader, or the raising of a totem pole, would cause the chief to invite hundreds of guests for a feast and a time of gift giving.

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Native Americans of the Pacific Northwest

Name: _____

1. Make an inference. Do you think cedar plank longhouses were fairly comfortable homes in which to live? Why or why not? _____

2. What was the purpose of the totem pole? _____

3. What kinds of items were made using the cedar tree? List at least four items. _____

4. Looking at paragraph six. Was food plentiful or scarce in this region? Cite evidence from the text to support your answer. _____

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E

NAME _____

NTI Day 17

1. 5968 − 5745	2. 5810 + 6987	3. 8679 − 1547
4. 2013 + 1654	5. 5432 − 4227	6. 2497 + 3674
7. 6397 − 5698	8. 357 + 247	9. 2478 − 2049
10. 2547 + 1637	11. 6784 − 1047	12. 3614 + 2145
13. 2578 − 987	14. 5178 + 4218	15. 6867 − 5948

Day 17

Amplitude of a Wave

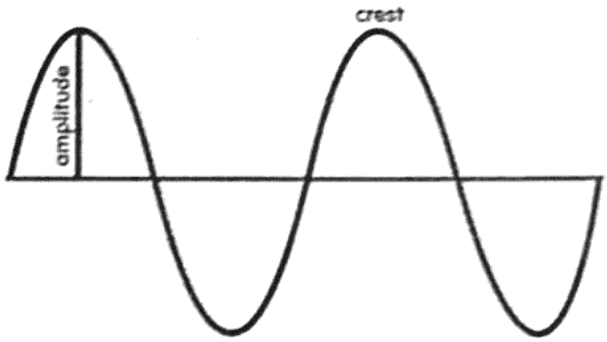
Define It!

amplitude: the distance from a place of rest to the crest of a wave

decibel: a unit used to measure sound

Amplitude is another way scientists measure waves. This diagram shows a picture of a medium at rest (in green) with a wave moving through it. The amplitude of a wave is the distance from a place of rest to the crest of the wave.

Wave Amplitude



Although sound waves are not visible, you can hear their amplitude. The louder the sound you hear, the greater the amplitude of the waves. Loudness is measured in **decibels**. The sound of leaves rustling in a breeze is about 10 decibels. The sound of a jet engine is about 140 decibels. Sounds above 85 decibels can harm your ears.

rcle the answers.

. The louder the sound, the smaller the amplitude. **true** **false**

. The sound of a jet engine can harm your ears. **true** **false**

. Amplitude is measured from a place of rest to the crest of a wave. **true** **false**

Concepts:

Waves of the same type can differ in amplitude.

We can hear the amplitude of sound waves.

What Is a Wave?

Sarah Edmonds

Day 8



Sarah Edmondson was born in New Brunswick, Canada in December, 1841. Her father, a farmer, was hoping for a son to help him in the fields. As a result, he resented his daughter and was abusive towards her. To escape his mistreatment, and an arranged marriage, Edmondson left home in 1857 and changed her name to Edmonds.

Edmonds was afraid that her father would find her, so she decided to immigrate to the United States. She disguised herself as a man to avoid being found out and called herself Franklin Thompson. In Hartford, Connecticut, Edmonds found work as a traveling Bible salesman.

When the Civil War started, Edmonds knew that she wanted to enlist with the Union (northern) Army. On May 25, 1861, Edmonds joined the 2nd Michigan Infantry. During this time, Edmonds fought on the battle lines, nursed soldiers, worked as an army mail carrier and even worked as a spy behind enemy lines. At one point she acted as a stretcher bearer, ferrying the wounded from the field hour after hour in the rain. Another time, she was forced to ride a mule after her horse was killed in battle. In addition, Edmonds was thrown into a ditch, and suffered from internal injuries, as well as a broken leg. These injuries bothered her for the rest of her life and were the main reason for her pension (retirement money) application after the war.

In the spring of 1863, Edmonds and the 2nd Michigan regiment was sent to Kentucky. While there, Edmonds caught malaria and asked for a furlough (break), which was denied. Afraid that the army doctors might discover she was a woman, Edmonds left the army without permission and never returned. Shortly after, "Franklin Thompson" was charged with desertion.

After her recovery, Edmonds, no longer in disguise, worked with the United States Christian Commission as a female nurse. She wrote and published her memoirs, Nurse and Spy in the Union Army in 1864 and donated the profits from her book to various soldiers' aid groups.

In 1867, Edmonds married Linus Seelye and they had three children. After working for eight years to clear her desertion charge, "Franklin Thompson" was cleared by an Act of Congress and was awarded a pension in 1884. In 1898, Edmonds died at her home in La Porte, Texas. She was re-buried in 1901 with military honors at Washington Cemetery in Houston.

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Sarah Edmonds Questions

Name: _____

1. Edmonds left her father's house for which two reasons? _____

2. Why did Edmonds originally disguise herself as a man? _____

3. Name at least two ways the war was difficult for Edmonds? Cite evidence from the text to support your points. _____

4. Do you think Edmonds charge of desertion should have been cleared? Explain why or why not: _____

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P

NAME _____

NTI Day 18

1. CHOOSE < > = $\frac{6}{8}$ ☐ $\frac{3}{4}$	2. CHOOSE < > = $\frac{2}{6}$ ☐ $\frac{2}{8}$	3. CHOOSE < > = $\frac{5}{6}$ ☐ $\frac{5}{8}$
4. CHOOSE < > = $\frac{3}{6}$ ☐ $\frac{3}{10}$	5. CHOOSE < > = $\frac{1}{3}$ ☐ $\frac{2}{6}$	6. CHOOSE < > = $\frac{5}{5}$ ☐ $\frac{5}{6}$
7. CHOOSE < > = $\frac{3}{6}$ ☐ $\frac{5}{8}$	8. CHOOSE < > = $\frac{1}{5}$ ☐ $\frac{1}{2}$	9. CHOOSE < > = $\frac{2}{8}$ ☐ $\frac{1}{4}$
10. CHOOSE < > = $\frac{7}{10}$ ☐ $\frac{1}{8}$	11. CHOOSE < > = $\frac{2}{3}$ ☐ $\frac{4}{6}$	12. CHOOSE < > = $\frac{4}{4}$ ☐ $\frac{8}{8}$
13. CHOOSE < > = $\frac{3}{3}$ ☐ $\frac{3}{4}$	14. CHOOSE < > = $\frac{2}{5}$ ☐ $\frac{4}{5}$	15. CHOOSE < > = $\frac{2}{6}$ ☐ $\frac{1}{3}$

Name: _____ Date: _____

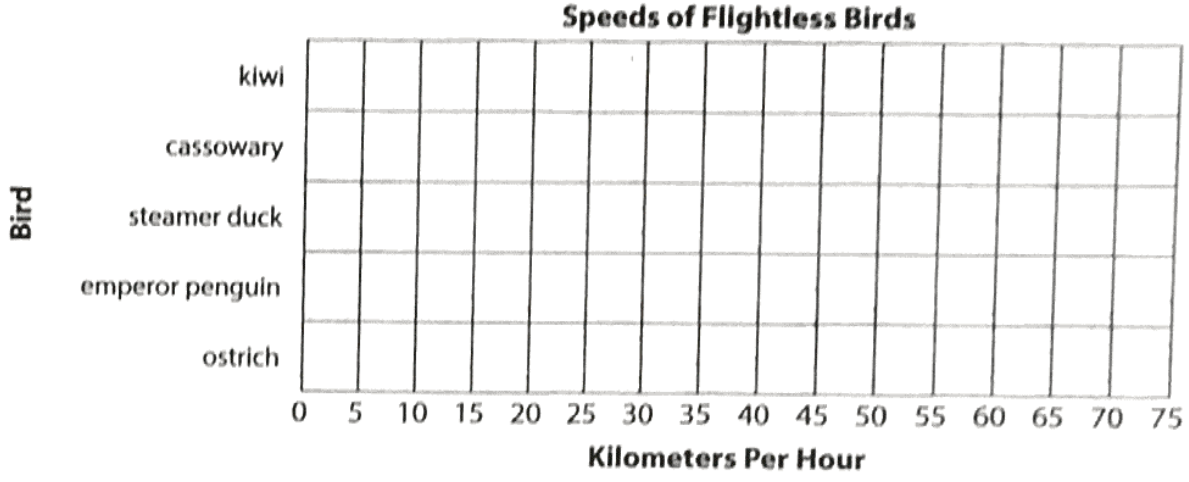
Directions: Read the text, and study the data. Create a graph from the data that shows how fast different flightless birds can travel.

Communicating Results

Although all birds have wings, some birds cannot fly at all. These birds are called flightless birds. Some flightless birds are slow-moving, but some can run as fast as a car or swim faster than a person.



Bird	Top Speed in Kilometers Per Hour
ostrich	72
emperor penguin	14
steamer duck	24
cassowary	50
kiwi	19



1. Could you run to keep up with an ostrich? Why or why not?

_____

_____

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Nelson Mandela

Day 19



Nelson Mandela was named Rolihlahla when he was born on July 18, 1918 in South Africa. Mandela's family belonged to Thimbu royalty and his father was chief of the city of Mvezo, where he was born. When Mandela attended school, a teacher nicknamed him Nelson. Later on, Mandela graduated from college and got his law degree. While in college, Mandela met some people who would help him fight apartheid. Apartheid was a system that separated whites from nonwhites and gave unfair treatment to blacks in South Africa. Mandela believed this was wrong and wanted all races to have equal rights.

When Mandela became a leader in the African National Congress (ANC), he encouraged apartheid protesters to follow Gandhi's methods, protesting non-violently. Soon though, he worried that this approach wouldn't work and he created an armed branch of the ANC. He even made plans to bomb certain buildings, as long as they didn't have any people present in them. When the South African Government found out about this, Mandela was classified as a terrorist and sent to prison.

Mandela spent 27 years in prison. While there, many people around the world learned about the anti-apartheid movement he supported and in 1990, he was finally released due to international pressure.

On April 27, 1994, South Africa held its first democratic elections. As a result, Mandela, age 77, won the election and became the country's first black president on May 10, 1994.

From 1994 until June 1999, Mandela worked to help the country move forward from minority rule and apartheid, to majority rule. In 1996, Mandela signed into law a new constitution for the nation, which affirmed a strong central government based on majority rule. It also guaranteed the rights of all people.

After a battle with cancer, Mandela retired from public life and returned to his hometown village in 2001. In 2009, Mandela's birthday (July 18) was declared Mandela Day, which is an international day to promote global peace and to celebrate Mandela's civil rights legacy. On December 5, 2013, at the age of 95, Mandela died at his home in Johannesburg, South Africa.

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Nelson Mandela

Name: _____

1. What does apartheid mean? _____

2. How do you think Martin Luther King. Jr. and Nelson Mandela were alike? How were they different? _____

3. In the fourth paragraph, it says that the country moved from minority rule to majority rule. Make an inference. What does this mean? _____

4. Why do you think Nelson Mandela will be remembered by so many people? _____

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NAME _____

NTI Day 19

1. $\frac{5}{8} + \frac{2}{8} =$	2. $\frac{2}{4} - \frac{1}{4} =$	3. $\frac{4}{5} - \frac{2}{5} - \frac{1}{5} =$
4. $\frac{4}{10} + \frac{5}{10} =$	5. $\frac{4}{6} - \frac{2}{6} =$	6. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} =$
7. $\frac{1}{10} + \frac{3}{10} + \frac{5}{10} =$	8. $\frac{10}{10} - \frac{3}{10} - \frac{4}{10} =$	9. $\frac{1}{6} + \frac{5}{6} =$
10. $\frac{8}{10} - \frac{2}{10} =$	11. $\frac{7}{8} - \frac{1}{8} - \frac{1}{8} =$	12. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} =$
13. $\frac{1}{8} + \frac{3}{8} + \frac{2}{8} =$	14. $\frac{2}{4} - \frac{1}{4} =$	15. $\frac{1}{6} + \frac{1}{6} + \frac{2}{6} =$

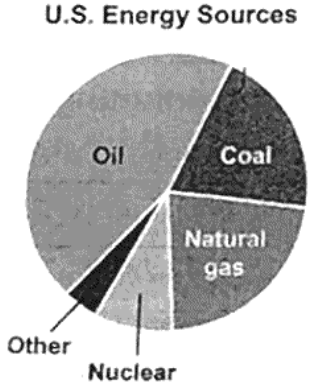
Name: _____ Date: Day 19

Unit 8 Lesson 2
Lesson Quiz

Quiz: Engineer It • What Renewable Resources Are Used for Energy?

Read each question. Circle the letter of the correct answer.

1. The circle graph shows how much energy the United States uses from different sources.



Which statement describes the amount of energy use in the United States that comes from renewable resources?

A. the largest section of the graph

B. the smallest section of the graph

C. half the energy that comes from fossil fuels

D. twice the energy that comes from fossil fuels

2. What is a renewable resource?

A. a resource that can be used up

B. a resource that can be replaced easily

C. harmful substances in the environment

D. something in nature that people can use

3. Mr. and Mrs. Hernandez are building a new house in the desert. They want to generate heat for the house with renewable energy. Which resource should they use?

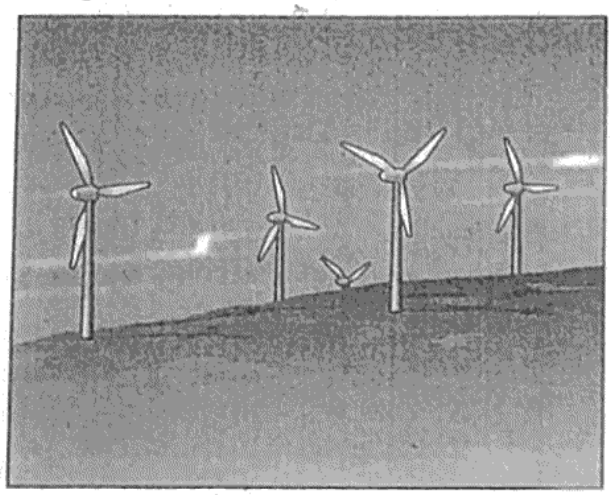
A. coal

B. fuel oil

C. natural gas

D. solar power

4. The picture shows wind turbines.



What do these machines do?

A. transport electrical energy

B. use the wind to drill for oil

C. clean pollution from the air

D. convert wind energy to electricity

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Grandma Moses Day 20



Anna Mary Robertson was born on September 7, 1860 in Washington County, New York. She was the third of ten children and her parents were farmers. Although they were poor, she worked hard on the farm and had a happy childhood. When she was twelve years old, she went to work in another family's home to help earn money for her family. Growing up, she had very little schooling but was allowed to attend school with her employer's children.

In 1887, when she was in her 20's, Anna Mary married a farmer, Thomas S. Moses, and they bought a farm in the beautiful Shenandoah Valley of Virginia. They had ten children, but five of them died at birth. In 1907, the family moved to a farm in Eagle Bridge, New York, where Grandma Moses spent the rest of her life.

Anna Mary's husband died in 1927, and her son and daughter-in-law took over the farm. As she was getting older and farm work was too difficult, she enjoyed embroidery, making pictures using a needle and thread. Eventually though, her arthritis made it difficult to push the needle through the fabric. One day while she was wallpapering her parlor, she ran out of wallpaper. She decided to finish the room by putting up white paper and painting a scene on it. This first painting called *Fireboard*, was done using housepaint and now hangs in the Bennington Museum in Vermont. It was then that she decided to take up painting, since it was easier on her hands. This brand new seventy six year old painter was soon called Grandma Moses.

Grandma Moses was a self-taught artist and her style of work could be called folk art or primitive art. She didn't use an easel like many artists, but simply painted at an old kitchen table she had placed in a utility room. This became her studio where she would paint everyday scenes of family, church, and community.

Many of her paintings show scenes of farm life. These paintings centered on everyday chores like applebutter making, making soap and maple syrup, husking corn, and making candles. In her painting, *The Quilting Bee*, Grandma Moses shows how women socialized while making quilts together. Traditions such as the county fair and hoildays like Christmas, Thanksgiving, and Halloween were some of her favorite subjects. She even painted children's rhymes or stories like Mary Had a Little Lamb and Little Boy Blue.

One day in 1938, she had some pictures displayed in a drugstore window, and a New York art collector on vacation noticed her work. Not only did he buy several of her paintings, but he helped her market her work. From his connections, Grandma Moses exhibited her work in a New York City art gallery. The exhibit was called *What a Farm Wife Painted* and immediately she became famous. Her paintings, done on strong pieces of cardboard (24 x 30 inches or less) appealed to people because they portrayed happy scenes in a way that gave people warm feelings. Grandma Moses died on December 13, 1961 at the age of 101.

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Grandma Moses

Name: _____

1. Make an inference. Why do you think she had very little schooling? _____

2. Why did Grandma Moses decide to stop doing embroidery, even though she enjoyed it? _____

3. Look at paragraph four. What types of scenes did Grandma Moses paint? Why do you think those were the subjects of her paintings?

4. How did Grandma Moses originally get discovered? _____

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NAME _____

NTI Day20

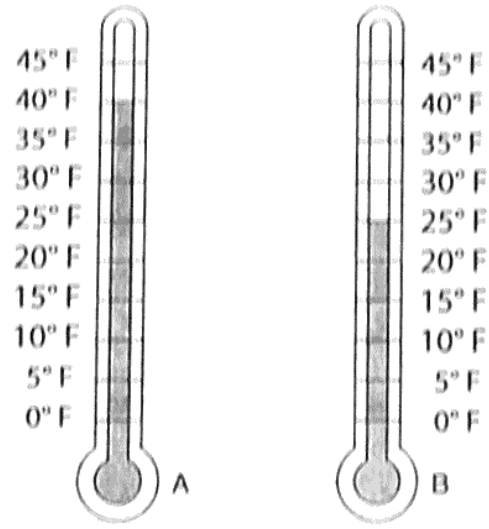
1. $\frac{3}{10} = \frac{\quad}{100}$	2. $\frac{40}{100} = \frac{\quad}{10}$	3. $\frac{7}{10} = \frac{\quad}{100}$
4. $\frac{50}{100} = \frac{\quad}{10}$	5. $\frac{\quad}{10} = \frac{60}{100}$	6. $\frac{\quad}{100} = \frac{1}{10}$
7. $\frac{\quad}{10} = \frac{90}{100}$	8. $\frac{70}{100} = \frac{\quad}{10}$	9. $\frac{2}{10} = \frac{\quad}{100}$
10. $\frac{\quad}{100} = \frac{8}{10}$	11. $\frac{\quad}{10} = \frac{10}{100}$	12. $\frac{30}{100} = \frac{\quad}{10}$
13. $\frac{2}{10} + \frac{70}{100} = __$	14. $__ = \frac{20}{10} + \frac{10}{100}$	15. $\frac{50}{100} + \frac{4}{10} = __$

Name _____ Date Day 20

Grade 4

Directions: Read the text below and study the diagram. Use information from both to help you answer questions 1–4.

Zahra checked the temperature before going to bed. The Fahrenheit thermometer outside the window looked like picture A. When she got up in the morning, the thermometer looked like picture B.



1. **What was the temperature when Zahra went to bed?**
   - (A) 6 degrees
   - (B) 30 degrees
   - (C) 35 degrees
   - (D) 40 degrees

2. **What was the temperature when Zahra got up in the morning?**
   - (F) 15 degrees
   - (G) 20 degrees
   - (H) 25 degrees
   - (J) 30 degrees

3. **How much had the temperature fallen during the night?**
   - (A) 5 degrees
   - (B) 10 degrees
   - (C) 15 degrees
   - (D) 20 degrees

4. **Which conclusion could Zahra make?**
   - (F) It got colder when the sun went down.
   - (G) The moon caused the air to get colder.
   - (H) The thermometer broke during the night.
   - (J) In the morning, the sun made the temperature rise.

STC

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