

EMERGENCY Alternative Method of Instruction (AMI) Packet

Fourth Grade



Fourth Grade

Please complete at least one of the items listed in **each** column and turn in to your teacher. Draw an "X" over each activity you completed.

English/ Language Arts	Math	Science/ Social Studies	Electives
Cursive Connectives Practice Review	Working with Whole Numbers Review (Page 1)	Complete the Food Chain	Computers - Bug Hunting
Do the "Combine the Word and Suffix" Activity	Working with Whole Numbers Review (Page 2)	Snow Day Resource Challenge	The Arts - Imagine a world where something ELSE (besides snow) fell from the sky today (candy, cats, coffee, ice cream, etc....you decide) Draw or paint what that place would look like.
Guess Which One			Physical Education - Indoor Winter Olympics Obstacle Course

Return this sheet and your completed activities to your teacher.

Name _____



Cursive Connectives Practice Review Worksheet

Practice These Connectives! This worksheet provides practice with connecting cursive letters that have been taught in **previous Units**. These clusters are for practice and may not be real words. Practice each set of connectives several times and be sure to leave a space between each set as shown in the example on line 1.

1

noxo noxo

2

3

neze

4

5

gux

6

7

neze

8

9

zip

10

11

narvi

12

13

extra

14

15

lazy

16

Forward Slant, most commonly used by right-handed students.



Do the "Combine the Word and Suffix" Activity

Have your child combine the basewords and suffixes into words and write them on the lines. Read the words.

copy + er = copier

plenty + ful = _____

smelly + er = _____

baby + ing = _____

lucky + er = _____

sloppy + ness = _____

copy + ing = _____

fry + ed = _____



Do the "Find the Correct Spelling" Activity

Have your child look at each pair of words and circle the correct spelling in each pair. Then, write the correct spelling on the lines below and read the word. Select one word and write a sentence.

frostiest

frostyest

married

marryed

studiing

studying

sloppyness

sloppiness

Sentence: _____



Guess Which One

Read the sentence(s). Write the correct Sound Alike Word from the box on the lines below.

flour

flower

- 1 We use _____ when we bake.
- 2 He spilled _____ for the cake all over himself.
- 3 The dried _____ in the vase still has its reddish petals.
- 4 Be sure to buy the right kind of _____ to make the very best cake!
- 5 Put that _____ by the sunniest spot on the wall.



Sentence Creation

Create one sentence for each Sound Alike Word. The sentence should use the word correctly *and* demonstrate the meaning of the word.

- 1 _____

- 2 _____

Chapter 1: Working with Whole Numbers

Complete.

In 52,896,

- 1.** the digit 2 is in the _____ place.
- 2.** the digit 6 is in the _____ place.
- 3.** the digit 5 is in the _____ place.
- 4.** the digit 9 is in the _____ place.
- 5.** the digit 8 is in the _____ place.

In 91,485,

- 6.** the value of the digit 4 is _____.
- 7.** the value of the digit 5 is _____.
- 8.** the value of the digit 9 is _____.
- 9.** the value of the digit 8 is _____.
- 10.** the value of the digit 1 is _____.

Chapter 1: Working with Whole Numbers

Write $>$ or $<$ in each $\bigcirc$.

1. 78,309 $\bigcirc$ 78,093

2. 39,807 $\bigcirc$ 39,870

3. 87,930 $\bigcirc$ 89,730

4. 98,730 $\bigcirc$ 98,073

Compare these numbers.

26,653

60,002

91,111

80,888

5. Write the least number. _____

6. Write the greatest number. _____

7. Write the greatest odd number. _____

8. Write the least even number. _____

Order these numbers.

9. Begin with the least:

61,352

61,253

61,532

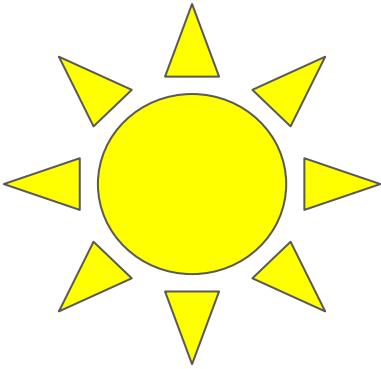
10. Begin with the greatest:

76,138

78,631

78,061

COMPLETE THE FOOD CHAIN



Sun

Directions: Starting with the sun as the energy producer, create a food chain using plants and animals you might find near your home. Make sure to include a plant, a primary consumer, a secondary consumer, and a top consumer. Label each drawing in your food chain and use arrows to show the flow of energy.

THE SNOW DAY RESOURCE

CHALLENGE:

Economics in Your House

This challenge uses your day at home to explore the three major types of resources that societies (and households!) need to function.

Part 1: Defining the Three Resources

Read these definitions carefully. Look around your room for examples of each one:

1. **Natural Resources (N):** Things that come directly from the natural environment. These are materials *not* made by people.

- *Examples:*

2. **Human Resources (H):** The people who work, and the *skills, knowledge, and effort* they use to create goods or perform services.

- *Examples:*

3. **Capital Resources (C):** Man-made tools, equipment, buildings, and technology used to make other goods or provide services.

- *Examples:*

Part 2: Your Snow Day Plan & Resource Breakdown

Think about two things you plan to **do** or **make** today on your snow day. For each activity, break down what **resources** are needed to make it happen. Fill out the table below.

<i>Example:</i> Activity: Make Hot Cocoa	<i>Example:</i> Natural Resources: Water (from faucet), Cocoa powder (from cocoa beans), Milk (from cows)	<i>Example:</i> Human Resources: Skill to heat water and mix ingredients	<i>Example:</i> Capital Resources: mug, microwave, spoon,
Activity 1:	Natural Resources:	Human Resources:	Capital Resources:
Activity 2:	Natural Resources:	Human Resources:	Capital Resources:

Bug Hunting



Name: _____ Date: _____

Directions:

One of the Fuzzes has the correct code to solve the maze.

Circle the fuzz with the correct code!

Example:



Now You Try!

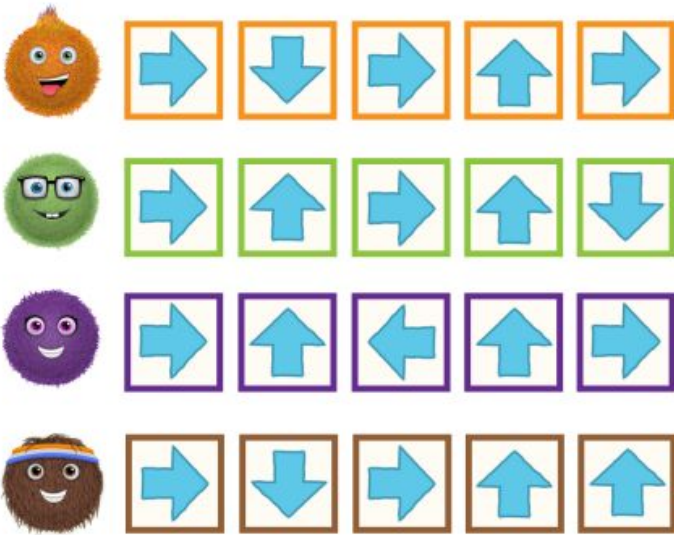


Which fuzz has the correct code?

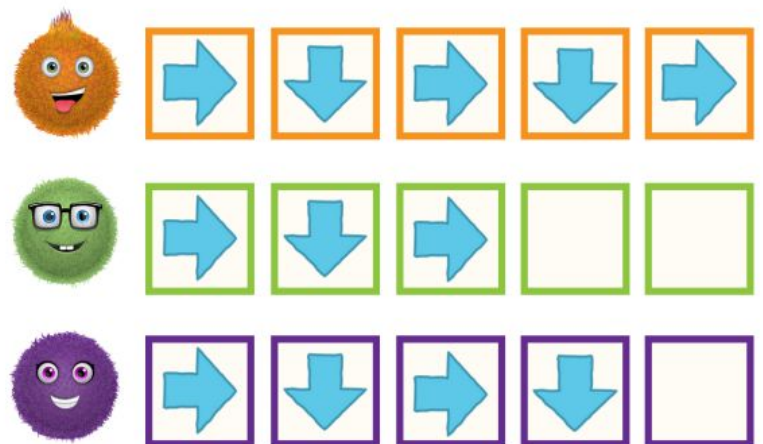




Circle the fuzz with the correct code!



Circle the fuzz with the correct code!



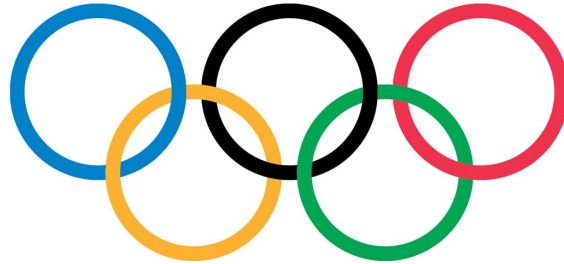


Imagine a world where something ELSE (besides snow) fell from the sky today (candy, cats, coffee, ice cream, etc....you decide). Draw or paint what that place would look like.

A large, empty rectangular area with rounded corners, defined by a thin black border. This area is intended for a child to draw or paint their imagination of a world where something other than snow falls from the sky.



INDOOR WINTER OLYMPICS OBSTACLE COURSE



This is a self-directed challenge where you will use movement concepts (speed, force, and direction) to set up and complete your own three-station indoor obstacle course.

Materials Needed (Minimal/Household Items):

- **Timer** (phone, clock, or stopwatch)
- **3 Targets:** Empty plastic cups, water bottles, or socks balled up.
- **3 Markers:** Three small objects (books, shoes, or towels) to mark start/stop points.
- **A "Scorecard"** (the sheet on the next page).

Step 1: Set Up Your Three Winter Events

Clear a safe path in a hallway or large room. Use your markers to define the space for each station.

Event Name	Movement Skill	Challenge & Movement Concept Applied
1. Sock Hockey Slalom	Agility & Coordination	Place 3 target items in a straight line, a few feet apart. Use your foot to gently push a balled-up sock (the "puck") around the targets, going back and forth (slalom style). You must control the force and direction of your push.
2. Balance Beam Trail	Balance & Flexibility	Lay a towel or blanket on the floor to make a "balance beam." Walk across the entire towel/blanket toe-to-heel without stepping off. To make it harder, try closing your eyes for a few steps! Focus on controlled balance .
3. Snowball Throw	Coordination & Force	Stand at a designated spot (marked with a book/shoe). Throw a balled-up sock (the "snowball") at a target (empty cup or water bottle) placed 5-10 large steps away . Throw 5 times. You must judge the correct force and direction to hit the target.

Step 2: Practice and Time Your Run

1. **Warm-up:** Do 2 minutes of marching in place, high knees, and arm circles.
2. **Practice:** Do one slow run-through of the whole course to make sure it's safe.
3. **Time Your Attempt:** Start your timer as you begin Event 1. Stop the timer when you successfully complete the 5th throw in Event 3.

Step 3: Self-Analysis and Goal Setting

Record your results and answer the analysis questions below.

Event	Time/Score
Total Course Time	_____ minutes : _____ seconds
Snowball Throw Score	_____ hits out of 5 throws

Analysis Questions:

1. **Force Check (Event 1 & 3):** Did you use too much or too little **force** on your sock puck push or your snowball throws? What happened as a result?
 - *Example Answer: I pushed the sock puck too hard, so it missed the targets because the force was too great.*
2. **Direction Check (Event 2):** When you were doing the Balance Beam Trail, which body part did you need to focus on moving in the opposite **direction** of your fall to stay balanced? (Hint: Your arms help you balance!).
3. **Goal Setting:** Your goal is to beat your time/score in a second run. Write down **one** small adjustment you will make to your *force* or *speed* to improve your next attempt.
 - *My next run adjustment will be:*
