

# REMOTE E-LEARNING FOR YOU

APRENDIZAJE REMOTO EN LÍNEA PARA TI

4



**zion**  
Zion Elementary District 6



## RESOURCE GUIDE GUÍA DE RECURSOS

In the event of an emergency closure resulting in an eLearning Day, students in Zion Elementary School District 6 should complete the first available learning activity card in this packet to be counted as present and receive instructional credit for the day. Parents/guardians are also asked to initial each subject area to confirm participation was completed.

En caso de un cierre de emergencia que resulte en un Día de Aprendizaje en Línea (eLearning Day), los estudiantes del Distrito Escolar Primario 6 de Zion deben completar la primera tarjeta de actividad de aprendizaje disponible en este paquete para ser contados como presentes y recibir crédito educativo por el día. También se les pide a los padres o tutores que pongan sus iniciales en cada área temática para confirmar que la participación fue completada.

### CONTACT TEACHER CONTACTAR EL/LA PROFESOR(A)

During an eLearning school day, parent/guardians may contact a teacher by the following:

- Staff email
- ParentSquare
- Contact the school office

Durante un día escolar remoto de emergencia de eLearning, los padres / tutores pueden comunicarse con un(a) maestro(a) de la siguiente manera:

- Correo electrónico del personal
- ParentSquare
- Póngase en contacto con la oficina de la escuela

### ACTIVITY KIT EXPECTATIONS EXPECTATIVAS DEL KIT DE ACTIVIDADES:

#### Students will:

- Select one eLearning Activity Card.
- Add student name, PowerSchool ID, and remote eLearning date at the top of the activity card.
- Complete all the activities listed on the card for the given remote eLearning day.
- Return all completed assignments and signed activity card to homeroom teacher.

#### Los estudiantes:

- Seleccione una tarjeta de actividad de aprendizaje electrónico.
- Agregue el nombre de los estudiantes, el ID de PowerSchool y la fecha de aprendizaje remoto en la parte superior de la tarjeta de actividades.
- Complete todas las actividades enumeradas en la tarjeta para el día de aprendizaje remoto en línea como indicado.
- Devuelva todas las tareas completadas y la tarjeta de actividad firmada al maestro(a) de la clase.

#### Parent/Guardian will:

- Initial each subject on the activity card that the student completed.

#### El Padre/Tutor:

- Inicializar cada asignatura en la tarjeta de actividad que el estudiante.

### COMPLETED WORK / TRABAJO FINALIZADO

#### Printed Resource Assignments:

- Return activity card and any/all completed written assignment to homeroom teacher when school resumes in person.
- Include student name, teacher and PowerSchool ID on all written assignments.

#### Asignaciones de Recursos Impresos:

- Devolver la tarjeta de actividades y cualquier / todas las tareas escritas completadas al maestro de aula cuando la escuela se reanude en persona.
- Incluya el nombre del estudiante, el maestro y la identificación de PowerSchool en todas las tareas escritas.

### GRADING / CALIFICACIONES

All completed work will be recorded and reviewed by your child's teacher. Any/all completed work will count as a passing grade. Assignment completion is required for attendance.

Todo el trabajo completado será registrado y revisado por el maestro/a de su hijo/a. Cualquier y todo trabajo completado contará como una calificación aprobatoria. La finalización de las tareas es un requisito para la asistencia.

### ATTENDANCE / ASISTENCIA

Student attendance will be recorded for each eLearning day. The returned activity card will provide documentation of student attendance. If the signed activity card is not returned to school, the student will be marked absent for the eLearning school day.

La asistencia de los estudiantes se registrará para cada día de eLearning. La tarjeta de actividad devuelta proporcionará documentación de asistencia de los estudiantes. Si la tarjeta de actividades firmada no se devuelve a la escuela, el estudiante será marcado como ausente para el día escolar de eLearning.

# Grade 4 / Grado 4

## eLearning Offline Activity Card: Day 1



Tarjeta de actividad sin conexión para eLearning: Día 1

Student Name / Nombre del estudiante: \_\_\_\_\_

Grade / Grado: \_\_\_\_\_ PowerSchool ID / Identificación de PowerSchool: \_\_\_\_\_ eLearning Date/Fecha de eLearning: \_\_\_\_\_

Items marked with an asterisk (\*) are included in the packet.

Los artículos marcados con un asterisco (\*) están incluidos en el paquete.

English Language Arts <i>Artes del Lenguaje Inglés</i>	Math <i>Matemática</i>	Social Studies/Science <i>Estudios Sociales/Ciencias</i>
<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>
Read the passage "Dancing the Tinkling." Lea el pasaje "Bailando el Tinkling."	Make flash cards for addition facts with sums up to 20. Use the cards to memorize these facts. Haga tarjetas didácticas para agregar factores con sumas de hasta 20. Use las tarjetas para memorizar estos hechos.	Read "The What and Who of Elections."* Lea "El qué y quién de las elecciones."*
Divide a sheet of paper into three parts labeling each part Beginning, Middle, End. Write or draw what happened in each part of the passage above. Divide una hoja de papel en tres partes etiquetando cada parte Principio, Medio, Fin. Escribe o dibuja lo que sucedió en cada parte del pasaje anterior.	Multiply with 2 and 4. Multiplica por 2 y 4.	Imagine you are running for school president. Create a campaign poster for yourself. Imagina que te estás postulando para presidente de la escuela. Crea un póster de campaña para ti.
Verbs: Go through the passage "Dancing the Tinkling: and circle all of the verbs. Verbos: Recorre el pasaje "Bailando el Tinikling: y encierra en un círculo todos los verbos.	Create 4 word problems using addition and subtraction operations. Crear problemas de 4 palabras usando la suma y operaciones de resta	Find 5 different containers in your house. Use a spoon to tap on each one and listen for what sounds the highest to lowest. Encuentra 5 contenedores diferentes en tu casa;. Use una cuchara para tocar cada uno y escuche lo que suena de mayor a menor.
Think about a time you achieved a personal goal (like Angela in the passage.) Write a 5 sentence paragraph about how you met that goal. Piensa en una ocasión en la que lograste una meta personal (como Angela en el pasaje). Escribe un párrafo de 5 oraciones sobre cómo cumpliste ese objetivo.	Find 10 different objects in your house that show a number. Write down the numbers you see on each object. Encuentra 10 objetos diferentes en tu casa que muestren un número. Anota los números que ves en cada objeto.	Read "The Pitch and Volume of Sound" and answer the questions. Lea "El tono y el volumen del sonido" y responda las preguntas.
Parent/Guardian Initials Iniciales del padre/tutor		

PE <i>Gimnasio</i>	Art <i>Arte</i>	Music <i>Música</i>	Technology/Library <i>Tecnología/Biblioteca</i>
<b>Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura</b>			
Daily Circuit. Repeat 3 times: Stretch for 2 minutes, 20 jumping jacks, 5 push ups, 3 crunches, rest for 1 Minute. Circuito diario (repetir 3 veces: estiramiento durante 2 minutos, 20 saltos, 5 flexiones, 3 abdominales, descanso durante 1 minute.	On a sheet of paper, draw several wavy lines that all intersect. Then in each section, draw a different pattern. En una hoja de papel, dibuja varias líneas onduladas que se crucen. Luego, en cada sección, dibuja un diseño diferente.	Create a beat. Grab 6 different containers and a spoon. Create a beat and then develop a full song with repeating rhythms. Crea un ritmo. Toma 6 recipientes diferentes y una cuchara. Crea un ritmo y luego desarrolla una canción completa con ritmos repetitivos.	Create a poster for a younger student detailing five ways to be safe online. Cree un póster para un estudiante más joven que detalle cinco formas de estar seguro en línea.
Parent/Guardian Initials Iniciales del padre/tutor			

By initialing, I acknowledge my child has completed the activities in each subject, in its entirety.  
Al poner mis iniciales, reconozco que el niño(a) ha completado las actividades de cada materia, en su totalidad.

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

## Dancing the Tinikling

Written by Jonah Santiago  
Illustrated by Micah Graham



“Okay, Angela, are you ready?”

Angela nodded at her sister, Michelle, even though she was a little nervous. Michelle was going to teach Angela how to dance the tinikling. The tinikling was a dance from the Philippines—the country their family was from. Angela’s grandparents, parents, and sister had learned the tinikling when they were young.

The family had moved the furniture out of the kitchen so Angela and Michelle would have room. There were two long wooden poles laid side by side on the floor where the table usually was.

“In the Philippines, there are tall birds called tikling birds,” Michelle said. “This dance copies the way they step and hop through the tall grass.”

Her sister hopped gracefully between the wooden poles. She held out her hand to Angela. “Now you try it. Just copy my movement.”

Angela hopped between the poles the way Michelle had. Then Michelle showed Angela some more dance moves. Angela tried to copy her, but she wasn’t very good. But Angela was determined.

Angela asked Michelle to practice with her every day after school. Angela even practiced on the playground and while she was walking down the sidewalk!

“You’re getting good at this!” Michelle said one day with a smile. “Are you ready to make it harder?”

Angela thought the dance was hard enough already, but she nodded. Her mom and dad lifted the ends of the wooden poles a few inches off of the ground and clapped them together in a slow rhythm. Michelle showed Angela how to jump over the poles as they were moving.

Angela tripped over the poles three times that afternoon, but she got up right away and tried again. The more she practiced, the better she got. Soon Angela was almost as good at dancing the tinikling as Michelle!

Name \_\_\_\_\_

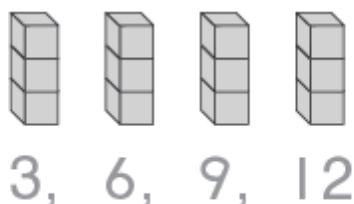
## Multiply with 2 and 4

You can skip count to help you find a product.

Find the product.  $4 \times 3$

**Step 1** Use cubes to model 4 groups of 3.

**Step 2** Skip count by 3s four times to find how many in all.

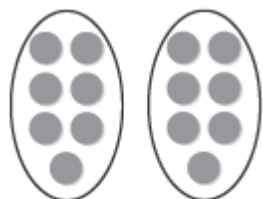


4 groups of 3 is equal to 12.

So,  $4 \times 3 = 12$ .

Write a multiplication sentence for the model.

1.



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

2.



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

Find the product.

3.  $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$

4.  $\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$

5.  $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$

6.  $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$

7.  $\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$

8.  $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$

9.  $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$

10.  $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$

11.  $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$

12.  $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$

## The Pitch and Volume of Sound

Cross-Curricular Focus: Physical Science



Sound can be measured. Some sounds are low.

Some sounds are high. **Pitch** is how low or high a sound is. An object or instrument that vibrates very slowly makes a sound with a low pitch. One that vibrates very quickly makes a sound with a high pitch.

Have you ever noticed the different instruments that play in an orchestra? Sound travels in waves. The vibrations from the instruments reach your ear. You hear them as sound. The bigger an instrument is, the lower the sound that it makes. A tiny flute, called a piccolo, has a very high pitch. A full-size flute has a much lower pitch. A violin's pitch is higher than a viola or bass. A trumpet's pitch is higher than a tuba's.

**Volume** is different than pitch. You can use more or less volume to make a sound. You can make music or your voice louder or softer. Volume and pitch work together to make sounds. Next time you hear an instrument play, listen to the radio or even just listen to someone's voice as they talk or sing, see if you can hear the difference between the volume and the pitch.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is the measurement of low or high sound called?  
\_\_\_\_\_

2) What is the measurement of loud or soft sound called?  
\_\_\_\_\_

3) How does sound travel?  
\_\_\_\_\_

4) What pitch would the sound from a large instrument have?  
\_\_\_\_\_

5) What pitch would the sound from a small instrument have?  
\_\_\_\_\_

# The What and Who of Elections

by Ben's Guide to the U.S. Government

American citizens can choose their leaders, decide on their laws, or change their laws by voting. Citizens vote during an election. The winners of an election are called public servants and their job is to help make and carry out laws while in office. In the United States, elections are held for many public offices.

The people Americans elect for president, senators, and representatives are public servants and work for the federal government. The president is the Commander-in-Chief of the Armed Forces, while senators and representatives are members of Congress. They make decisions for the whole country by making or changing laws that affect everyone in the United States. These are all important jobs and that's why Americans vote for the people who will represent them.

In order to vote, you must be a U.S. citizen who is at least 18 years old. In most states, you must also register to vote. Every state has its own laws about registering, and it's important to learn your state's rules before voting.

You may cast your vote in a booth at a polling place. You may also mail in your vote; this is called an absentee ballot. A group of people called election officials then count everyone's votes. Everyone has one vote and can only cast one ballot. That is why votes are so important.

This is the election process used by the United States to make sure that every citizen has a chance to take part in the government and help choose the people that will serve as their leaders.

by Ben's Guide to the U.S. Government



ballot box used in U.S., circa 1870

1. What is voting?

- A. the process that public servants use to help make and carry out laws while in office
- B. the process that the president uses to make decisions for the whole country
- C. the process that U.S. citizens use to choose leaders, decide on laws, or change laws
- D. the process that states use to teach U.S. citizens about laws

2. Based on the text, why might U.S. citizens decide to vote in an election?

- A. to make decisions for the whole country about important issues
- B. to become public servants and work for the federal government
- C. to prove that they are at least 18 years old
- D. to have a say in who represents them in the government

Student Name / Nombre del estudiante: \_\_\_\_\_

Grade / Grado: \_\_\_\_\_ PowerSchool ID/Identificación de PowerSchool: \_\_\_\_\_ eLearning Date/Fecha de eLearning: \_\_\_\_\_

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Read the passage "The Visit" and follow the instructions on the page.  Lea el pasaje "La visita" y siga las instrucciones de la página.	Make a list of 20 doubles addition facts (2+2=, 5+5=) and then solve the problems.  Haga una lista de 20 facturas de adición de dobles (2 + 2 =, 5 + 5 =) y luego resuelva los problemas.	Gather 20 different items around your house. Sort them into two piles: Needs and Wants.  Reúna 20 artículos diferentes alrededor de su casa. Ordénelos en dos pilas: Necesidades y Deseos.
On a sheet of paper, draw a large window frame. Draw the setting from the passage "The Visit."  En una hoja de papel, dibuje un marco de ventana grande. Dibuje el escenario del pasaje "La visita".	Use Picture Keys Worksheet*.  Usar la hoja de cálculo de claves de imagen.	Create a definition for "needs" and "wants." Write about how the definition might change for different people.  Crear una definición para "necesidades" y "deseos". Escriba sobre cómo la definición podría cambiar para diferentes personas.
Write about a time you visited someone who lived in a different place.  Escribe sobre una ocasión en la que visitaste a alguien que vive en un lugar diferente.	Using pictures like the worksheet, create 5 new addition Picture Key problems.  Usando imágenes como la hoja de trabajo, cree 5 nuevos problemas de clave de imagen adicionales.	Fill three different containers with water and put them in the freezer. Record how long it takes each one to completely freeze.  Llene tres recipientes diferentes con agua y póngalos en el congelador. Registre cuánto tiempo tarda cada uno en congelarse por completo.
Circle all the compound words in the passage "The Visit." Now, write a list of 10 other compound words (butter-fly).  Encierra en un círculo todas las palabras compuestas en el pasaje "La Visita." Ahora escribe una lista de otras 10 palabras compuestas (mariposa-mosca).	Create your own Picture Key and 3 problems. See if someone in your family can solve the problems.  Crea tu propia clave de imagen y 3 problemas. Vea si alguien en su familia puede resolver los problemas.	Draw a picture of the before and after of each container. Write why you think it may or may not take different amounts of time to freeze.  Haga un dibujo del Antes y el Después de cada contenedor. Escriba por qué cree que puede o no tomar diferentes cantidades de tiempo congelarse.

Parent/Guardian Initials  
Iniciales del padre/tutor

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Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura

Grab 5 items around your house. Create a new game with these items and write down the rules.  Agarra 5 artículos alrededor de tu casa. Crea un nuevo juego con estos elementos y escribe las reglas.	Make nine, 3-inch circles on a sheet of paper. In each circle, create a different art image.  Haga nueve, círculos de 3 pulgadas en una hoja de papel. En cada círculo, crea una imagen artística diferente.	Design and draw a new musical instrument. Write about how the instrument would sound and what kind of music it is good for.  Diseñar y dibujar un nuevo instrumento musical. Escriba sobre cómo sonaría el instrumento y para qué tipo de música es bueno.	Make up the name of 5 different books. Tell if the books are fiction or non-fiction. Write an explanation of the difference.  Inventa el nombre de 5 libros diferentes. Diga si los libros son ficción o no ficción. Escriba una explicación de la diferencia.
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## Comprehension

Independent Practice Passage

Analyze Setting • Set 3

Graphic Organizer

Name \_\_\_\_\_

### The Visit

Emily watches through the train window as her city disappears. Tall buildings turn into pine trees. There are no parks or playgrounds. "There won't be anything exciting to do out here," she sighs.

When Emily arrives at Matt's farm, the sun beats down on her. Emily grumbles as she wipes the sweat from her face. A goose charges Emily. Scared, she leaps away and falls. Matt laughs. Emily stares angrily at Matt. Matt's mother tells the two to go to the lake for a swim.

They cross a field. Thorns sting Emily's legs. She grows tired of swatting the insects buzzing around her. In the cool lake, Emily is startled by fish nibbling at her feet and swims quickly to shore. Home seems so far away.

Later, Matt and Emily build a campfire. They toast marshmallows and tell stories. "The stars don't shine this brightly in the city!" she says.

**Instructions:** Complete the graphic organizer with details about the setting from the story. Then on the back of this paper, write a paragraph about the setting of this passage and how it affected the characters.

#### Setting Name





#### Setting Details

#### How Setting Affects Characters

Name \_\_\_\_\_

## Using Picture Keys

The key shows how many each picture stands for.

KEY			
 = 3	 = 5	 = 7	 = 8

Use the key to complete the addition sentence.

1.       

$$3 + 3 + 8 + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

2.     

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

3.     

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

4.     

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. **Stretch Your Thinking** Draw four different combinations of pictures that represent a sum of 20.

Student Name / Nombre del estudiante: \_\_\_\_\_

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List your top 5 favorite foods. For each one, think of 3 words you can use to describe that food item.  Enumere sus 5 comidas favoritas. Para cada uno, piense en 3 palabras que puede usar para describir ese alimento.	Write out 20 different addition and subtraction problems. Time yourself on how long it takes to solve these problems.  Escribe 20 problemas diferentes de suma y resta. Tómese el tiempo que lleva resolver estos problemas.	Create a timeline of the big school events since you began in Kindergarten.  Crea una línea de tiempo de los grandes eventos escolares desde que comenzaste en el jardín de infantes.
Write the steps on how to make your favorite sandwich.  Escribe los pasos sobre cómo hacer tu sándwich favorito.	Compare 3 and 4 Digit Number Worksheet*  Compare la hoja de cálculo de números de 3 y 4 dígitos*	Extend the timeline above by creating a description of what major even will occur in your life 10 years from now.  Amplíe la línea de tiempo anterior creando una descripción de lo que ocurrirá en su vida dentro de 10 años.
Read the passage "PB & J."*  Lee el pasaje "PB & J."*	Make a list of 10 different 3-digit numbers; then rewrite the list so the numbers are in order lowest to highest.  Haga una lista de 10 números diferentes de 3 dígitos; Luego vuelva a escribir la lista para que los números estén en orden de menor a mayor.	Close your eyes and try to put on your shoes and socks. Write a description of how easy or difficult this was without your sight.  Cierra los ojos y trata de ponerte los zapatos y los calcetines. Escribe una descripción de lo fácil o difícil que fue esto sin tu vista.
Divide a sheet of paper into 3 parts. Write beginning, middle and end in each section. Write a summary of each section of "PB&J"  Divida una hoja de papel en 3 partes, escribiendo principio, medio y final en cada sección. Escriba un resumen de cada sección de "PB&J"	Make a list of 20 different items you can find in your house that have multi-digit numbers on them.  Haga una lista de 20 artículos diferentes que puede encontrar en su casa que tienen números de varios dígitos.	Read the passage "Reading in the Dark" and complete the response.  Lee el pasaje "Leer en la oscuridad" y completa la respuesta.
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<b>Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura</b>			
Daily Circuit (repeat 3 times): stretch for 2 minutes, hop on each foot 10 times, 2 Squats for 30 seconds, 10 pushups, rest for 1 Minute.  Circuito diario (repetir 3 veces): Estiramiento durante 2 minutos, saltar en cada pie 10 veces, 2 sentadillas durante 30 segundos, 10 flexiones, descansar durante 1 minute.	Assemble your own rainbow by finding many items around your house in the rainbow colors (red, orange, yellow, green, blue, indigo and violet.)  Arma tu propio arco iris encontrando muchos artículos alrededor de tu casa en los colores del arco iris (rojo, naranja, amarillo, verde, azul, índigo y violeta).	Draw a picture of what you see out your window. Then create some song lyrics that would go with the picture.  Haz un dibujo de lo que ves por la ventana. Luego crea algunas letras de canciones que vayan con la imagen.	Using your Chromebook or another computer, draw a picture of the keyboard. Practice typing the names of all your friends.  Con tu Chromebook u otra computadora, haz un dibujo del teclado. Practica escribir los nombres de todos tus amigos.
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# PB & J

Twins Ronnie and Lonnie were making lunch for school the next day. Just like always, Ronnie spread his peanut butter on the top slice of bread all the way to the edges. The jelly was on the bottom slice. Glaring at his sister, he wiped his butter knife and said, “My PB and J is better than yours.”

Lonnie spread her jelly on the top slice of bread all the way to the edges. The peanut butter was on the bottom slice. Wiping her butter knife, she glared back at her brother and said, “No, *my* PB and J is better.”

Just like always, Ronnie muttered, “Humph.” He stuffed his sandwich in a brown paper bag and put it on the right side of the refrigerator shelf. Lonnie muttered, “Humph.” She stuffed her sandwich in a brown paper bag and put it on the left side of the refrigerator shelf.

This night, however, things were *not* just like always. Aunt Connie was visiting. After the twins went to bed, Connie stuck her head in the refrigerator, searching for a snack. She took out the twins’ bags and reached for the leftover mac and cheese at the back of the shelf. Then Connie put the bags back where she thought they belonged—Ronnie’s on the left, Lonnie’s on the right.

The next morning, the twins packed their lunches in their backpacks just like always. At lunch, they ate with their friends just like always. And they enjoyed their sandwiches, just like always.



Name \_\_\_\_\_

## Compare 3- and 4-Digit Numbers

You can use symbols to show how two numbers compare.

Symbol	Meaning
>	is greater than
<	is less than
=	is equal to

**Compare the numbers.**

8,526 ● 8,601

Use a place-value chart to help you compare.

**Step 1** For each number, write the digits in a place-value chart.

THOUSANDS	HUNDREDS	TENS	ONES
8,	5	2	6
8,	6	0	1

**Step 2** Compare digits in the same place-value position, starting from the **left**. Compare until you find digits that are different.

THOUSANDS	HUNDREDS	TENS	ONES
8,	5	2	6
8,	6	0	1

$8 = 8$

$5 < 6$

**Step 3** The thousands are the same, so compare the hundreds. Since 5 hundreds < 6 hundreds,  $8,526 < 8,601$ .

So,  $8,526 < 8,601$ .

**Compare the numbers. Write <, >, or = in the ○.**

1. 519 ○ 591

2. 6,883 ○ 6,883

3. 4,709 ○ 4,079

4. 687 ○ 678

5. 8,141 ○ 8,411

6. 9,989 ○ 9,987

# Reading in the Dark

by Bob Hirshon

**NOTE:** This reading is a transcript adapted from a podcast called “Science Update.” In this episode, host Bob Hirshon interviews an expert on vision to ask, “Can reading a book in a dim room really hurt your eyes?”

**Announcer:** Today's question comes from one of *Science Update's* own writers, Kandice Carter. She wants to know if reading a book in a dim room can really hurt your eyes. We asked Howard Howland, a vision expert at Cornell University. Here is what he says:

**Howard Howland:** Yes, I think there's a chance that you will become more nearsighted if you read in low light.

**Announcer:** That's because in low light, your pupil has to open up wider to let in enough light to see. That changes where light normally hits the retina. This makes the image blurry. After reading in the dark enough times, the eye gets a signal to start growing longer! It does this so that the image will hit the right place on the retina. That's great for a dark room. But in normal light, now your eye will be a little too long. So your vision will be a bit blurry.

**Howard Howland:** The larger the pupil, the greater the blur, and the greater the blur, the stronger the signal is for the eye to grow longer. And so, your daytime vision will become blurry.

**Announcer:** Howland adds that damage is more likely to happen with young people, whose eyes are still developing.

Write your response below.

After reading this passage in the light, take it into a dark room and try to read it again. Write below what you notice about reading in the light versus reading in the dark.

# eLearning Offline Activity Card: Day 4

Tarjeta de actividad sin conexión para eLearning: Día 4

Student Name / Nombre del estudiante: \_\_\_\_\_

Grade / Grado: \_\_\_\_\_ PowerSchool ID/Identificación de PowerSchool: \_\_\_\_\_ eLearning Date/Fecha de eLearning: \_\_\_\_\_

Items marked with an asterisk (\*) are included in the packet.

Los artículos marcados con un asterisco (\*) están incluidos en el paquete.

English Language Arts <i>Artes del Lenguaje Inglés</i>	Math <i>Matemática</i>	Social Studies/Science <i>Estudios Sociales/Ciencias</i>
<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>	<b>Suggested Time: 60 Minutes</b> <i>Tiempo Sugerido: 60 Minutos</i>
Read "Strong Little Animals." Follow the instructions.  Lee "Animalitos Fuertes." Sigue las instrucciones.	Write out a ten 2-digit addition problem. Solve all the problems.  Escribe un problema de suma de diez 2 dígitos. Resuelve todos los problemas.	Read the article "The Bill of Rights."* Complete the questions  Lea el artículo "La Declaración de Derechos." Complete las preguntas.
Create a fact or opinion game by creating cards (8 with facts and 8 with opinions.)  Crea un juego de hechos u opiniones creando cartas (8 con hechos y 8 con opiniones).	Complete the "Perimeter" worksheet.*  Complete la hoja de trabajo "Perímetro".	Create a school "Bill of Rights" where you list amendments that protect the rights of students at your school.  Cree una "Declaración de derechos" de la escuela donde enumere las enmiendas que protegen los derechos de los estudiantes en su escuela.
Adjectives: Look through the passage "Strong Little Animals"* and record all of the adjectives (words that describe something.)  Adjetivos: Mire a través del pasaje "Animalitos fuertes" y registre todos los adjetivos (palabras que describen algo).	Using your shoe as a ruler, measure the perimeter of the follow items: bed, table, bathtub.  Usando su zapato como regla, mida el perímetro de los siguientes elementos: cama, mesa, bañera.	Read "Converting Energy to Motion."* Complete the questions.  Lea "Convertir la energía en movimiento." Complete las preguntas.
Practice cursive writing by copying the back of a cereal box.  Practica la escritura cursiva copiando la parte posterior de una caja de cereales.	Draw 3 different buildings on a sheet of paper. Using a coin, measure the perimeter of each building.  Dibuja 3 edificios diferentes en una hoja de papel. Usando una moneda, mide el perímetro de cada edificio.	Build a ramp and record your observations rolling different items down your ramp.  Construye una rampa y registra tus observaciones rodando diferentes elementos por tu rampa.

Parent/Guardian Initials  
Iniciales del padre/tutor






PE <i>Gimnasio</i>	Art <i>Arte</i>	Music <i>Música</i>	Technology/Library <i>Tecnología/Biblioteca</i>
<b>Suggested Time: 30 minutes for each subject / Tiempo sugerido: 30 minutos para cada asignatura</b>			
Using large items in your house (pillows, baskets, etc.) make an obstacle course and practice going through walking, hopping, crawling, etc.  Usando artículos grandes en su casa (almohadas, cestas, etc.), haga una carrera de obstáculos y practique caminar, saltar, gatear, etc.	Create a sculpture of a person using items from around your house (tin foil, paper, etc.)  Crea una escultura de una persona usando artículos de alrededor de tu casa (papel de aluminio, papel, etc.)	List 5 different colors. Think of songs that would match those colors and tell why they match.  Lista de 5 colores diferentes. Piensa en canciones que coincidan con esos colores y diga por qué coinciden.	Think of your favorite nursery rhyme or fairy tale. Change the setting to the modern day and then create a book cover.  Piensa en tu canción infantil favorita o en tu cuento de hadas. Cambie la configuración a la moderna y luego cree una portada de libro.

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# Comprehension

Practice Passage

Fact or Opinion • Set 3

Write and Share

Name \_\_\_\_\_

## Strong Little Animals

Moles are not just small brown animals. They are very powerful for their size. Moles should be called fuzzy brown bulldozers.

Moles live in underground tunnels. They build these structures with their front legs. Their legs are powerful. When moles dig, they have the power of a much heavier animal. One mole can push like an animal that weighs thirty times more than it!

The tunnels have less air. But that doesn't bother moles. They have twice as much blood as other animals their size. The extra blood helps them breathe easily in tunnels.

Moles can speed through dark tunnels. They go eighty feet per minute. These cute animals should compete at the Olympics. Moles don't bump into things at these high speeds. They use their special sense of touch to know where they are. More people should see how moles work. Then these little super machines would have big fans!

**Instructions:** Think about a favorite restaurant or place you have meals, such as a family member's house. Write at least two facts and two opinions about this place in the chart below. Tell about how the place looks, the types of food served, and how the food tastes. Then use this information to write a fact-and-opinion paragraph on the back of this paper. Use clue words in your opinion sentences.

Fact	Opinion

Name \_\_\_\_\_

# Perimeter

**Perimeter** is the distance around a shape. You can use grid paper to count the number of units around the outside of a rectangle to find its perimeter.

**How many feet of ribbon are needed to go around the bulletin board?**

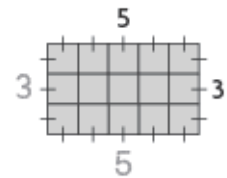
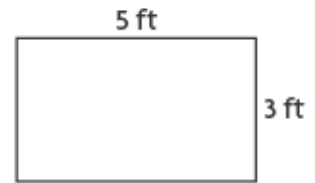
**Step 1** On grid paper, draw a rectangle that has a length of 5 units and a width of 3 units.

**Step 2** Find the length of each side of the rectangle. Mark each unit of length as you count.

**Step 3** Add the side lengths.  $5 + 3 + 5 + 3 = 16$

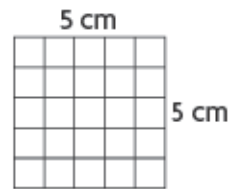
The perimeter is 16 feet.

So, 16 feet of ribbon are needed to go around the bulletin board.



1. What is the perimeter of this square?

\_\_\_ + \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_ centimeters



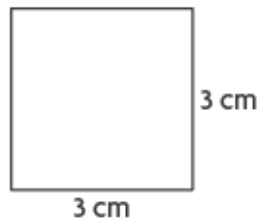
Find the perimeter of the rectangle or square.

2.



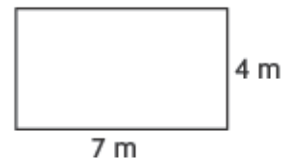
\_\_\_\_\_ meters

3.



\_\_\_\_\_ centimeters

4.



\_\_\_\_\_ meters

## Converting Energy to Motion

### Cross-Curricular Focus: Physical Science



You use energy every day. Energy is the ability to cause change. Any time you move, you are using energy. When you bounce a ball or ride a bike, you use energy from your body to make the ball or the bike move. Your parents cook food for you to eat. They use heat energy to change the food from raw to cooked.

Not all energy is used as soon as you get it. Sometimes energy is **stored** to be used later. Stored energy can be chemical energy stored in a battery or in your body. It can also be potential energy. Potential energy is based on the position of the object. A ball at the top of a hill has potential energy. A soccer player standing ready to kick a ball has potential energy, too.

Energy of **motion** is also called kinetic energy. Potential energy **converts**, or changes into, kinetic energy when the thing or person begins to move. When the ball starts rolling down hill, kinetic energy is at work. When the soccer player kicks the ball, kinetic energy is at work there, too.

Energy often changes forms. When you switch on the light, electricity converts into light. When you eat, chemical energy from your food converts into thermal and mechanical energy that allows you to move and work. When you switch on a cell phone, chemical energy from the cell phone's battery converts into sound energy and light energy.

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

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is energy?

\_\_\_\_\_

2) Energy that is based on an object's position is called

\_\_\_\_\_

3) What is another name for energy of motion?

\_\_\_\_\_

4) What is another way to say "changes into"?

\_\_\_\_\_

5) What is kinetic energy?

\_\_\_\_\_

The Constitution states that everyone has the right to be treated equally. It doesn't matter what their race, religion, culture, beliefs, gender, or age are. United States citizens are entitled to many freedoms and rights. The **Bill of Rights** was added to the Constitution to protect rights that were not expressed in the original Constitution. The Bill of Rights contains the first ten amendments to the Constitution.

One important function of the Bill of Rights is that it limits the power of the federal government. It states that Congress cannot make any laws that take away the rights of citizens. The Bill of Rights also provides Congress with a system of checks and balances and separates the federal government's powers. This means Congress is required to share power with states and the people. The Bill of Rights continues to protect the freedoms of all citizens today.



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Make a list of 20 antonyms (hot/cold) and synonyms (horrible/awful).  Haz una lista de 20 antónimos (caliente/frío) y sinónimos (horrible/horrible).	Write out 10 single-digit multiplication problems ( $5 \times 2 = 10$ ) and solve.  Escribe 10 problemas de multiplicación de un solo dígito ( $5 \times 2 = 10$ ) and resolver.	Pretend you are a cartographer (person who makes maps) and create a map of Zion with landmarks.  Imagina que eres un cartógrafo (persona que hace mapas) y crea un mapa de Zion incluyendo puntos de referencia.
Read "The Surprise Party"* and follow the instructions on the right.  Lee "La fiesta sorpresa"* y sigue las instrucciones de la derecha.	Complete the "Arrange and Count Coins" worksheet.*  Complete la hoja de trabajo "Organizar y contar monedas".	Look at your map. What are places that deliver essential services? What other services do you think your community needs?  Mira tu mapa. ¿Cuáles son los lugares que brindan servicios esenciales? ¿Qué otros servicios cree que necesita su comunidad?
Write a sequencing paragraph telling how you get ready for school in the morning.  Escribe un párrafo de secuencia que te diga cómo te preparas para la escuela por la mañana.	Create 4 new types of coins. Draw their picture and tell the value of each coin.  Crea 4 nuevos tipos de monedas. Haz un dibujo y cuenta el valor de cada moneda.	Make a list of all of the different types of weather and describe each type.  Haga una lista de todos los diferentes tipos de clima y describa cada tipo.
Pretend you are planning a surprise party. Make a list of all the items you will need to purchase.  Imagina que estás planeando una fiesta sorpresa. Haga una lista de todos los artículos que necesitará comprar.	Create 3 money word problems based on the new coins you created in the previous activity.  Cree 3 problemas verbales de dinero basados en las nuevas monedas que creó en la actividad anterior.	Make a chart of 3 different types of weather. Tell how people and animals have learned to adapt to each kind of weather.  Haga una tabla de 3 tipos diferentes de clima. Cuente cómo las personas y los animales han aprendido a adaptarse a cada tipo de clima.

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Daily Circuit-repeat 3 times: stretch for 2 minutes, jog in a circle- 3 minutes, 5 leg lunges, 3 Crunches, 10 jumping jacks.  Circuito diario (repetir 3 veces, estirar durante 2 minutos, trotar en círculo- 3 minutos, 5 estocadas de pierna, 3 abdominales, 10 saltos.	What is your favorite color? Go on a color scavenger hunt to find all the objects in that color including different shades of the color (i.e. red, maroon, burgundy).  ¿Cuál es tu color favorito? Realice una búsqueda del tesoro de colores para encontrar todos los objetos en ese color, incluidos los diferentes tonos del color (es decir, rojo, granate, burdeos).	Listen to your favorite song. Create a dance to go with the song and teach it to a family member.  Escucha tu canción favorita. Crea un baile para acompañar la canción y enséñasela a un miembro de la familia.	Pretend you do not have access to a computer or cell phone. Make a list of all the different ways you could communicate with your family and friends.  Imagina que no tienes acceso a una computadora o teléfono celular. Haga una lista de todas las diferentes formas en que podría comunicarse con su familia y amigos.

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# Comprehension

Independent Practice Passage

Graphic Organizer

Name \_\_\_\_\_

## The Surprise Party

A group of kids gather together during recess. They whisper as they plan a surprise party for their teacher, Ms. Holland. They want to show her how much she means to them before she moves away.

After school the kids all meet at Henry's house. His dad helps them bake yummy cupcakes. Ahmed and Rachel make a beautiful card for everyone to sign. Sam and Luna will bring in streamers to decorate the classroom.

The next day, the kids return early from recess to prepare the classroom for the surprise party. Everyone helps set out the balloons and cupcakes. Carl turns off the lights. Then they all quietly hide in the dark behind their desks. The door slowly opens and Ms. Holland steps in. All the students jump up and yell, "Surprise!" Ms. Holland smiles and laughs. She is surprised! Everyone enjoys the party.

**Instructions:** In your own words, write the most important story events in the order in which they happened. Then on the back of this paper, write a summary of the passage, putting events in the correct order.

First
Next
Next
Next
Last

Name \_\_\_\_\_

## Arrange and Count Coins

Sort the coins by drawing them in the correct places in the chart below. Write the total value for each group of coins.



QUARTER	DIME	NICKEL	PENNY
<p>total value:</p> <p>_____¢</p>	<p>total value:</p> <p>_____¢</p>	<p>total value:</p> <p>_____¢</p>	<p>total value:</p> <p>_____¢</p>



**Writing and Reasoning** Does a group with a greater number of coins always have a greater value? Explain.

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