

Fourth Grade eLearning 2026/2027

Day 1

In the event of inclement weather, students will attend school from home. There are 5 days of eLearning available throughout the year. The first eLearning day is labeled as Day 1, Day 2, Day 3, etc... Due to the fact that students may not have access to WiFi, the work has been downloaded to their laptops. Students do not need WiFi access to open the folders.

- Students are expected to have completed the work when they return to school; however, there is a grace period of 5 school days for students to make up the work if they are unable to complete it from home.
- If your student does not complete the work within the given timeframe, they will be counted as absent for that day or those days.
- The assignments will be graded and zeroes will be given if the work is not turned in.
- We have practiced eLearning procedures in the classroom, so students should know how to access the materials.
- In the event of eLearning, students will be sent home with notebook paper. Students will pull up assignments and write their answers on the notebook paper and return to school.
- Each day, students will complete work for each teacher: Mrs. Marshall, Mrs. Brown, and Mrs. Robinson-Taylor. You may contact your child's teacher between the hours of 7:15-3:15 through Parent Square if you have any questions.

Students will have notebook paper to keep in their homework folder. They will use a separate page for each subject area. Please have them include their name and subject.

They should neatly organize their responses with numbers for each question.

These procedures have been practiced!

Weird Clouds [A Change in Time, #1]

by Peter Balmaseda



Pixabay

"Okay, class!" Ms. Thompson announced loudly. "Before we go into the observatory, please pay **attention**." It was a Tuesday night, and everyone was sitting in a bus parked in front of the Goddard Observatory. Jorge barely listened, because he was so excited. His class had been trying to visit the Goddard for months. Each time, however, the visit had been canceled because the weather was cloudy, rainy, or snowing.

Tonight, however, viewing conditions were perfect for skygazing. Jorge wished the teacher would hurry up.

"There are three rules for tonight," Ms. Thompson said. "Rule 1: Use your indoor voices. No shouting!

"Rule 2: Listen to what the museum staff and scientists tell you, especially when it comes to using the equipment. And Rule 3: Be on your best behavior."

Ms. Thompson looked right at Jorge as she added that last rule. Every student on the bus turned to look at him, too. Jorge smiled and nodded. His best friend, Manny, who was sitting next to him, elbowed Jorge.

"Is it tough having a **reputation** for pulling pranks?" Manny asked.

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Weird Clouds [A Change in Time, #1]

Jorge elbowed him back. "Not as tough as having a **reputation** for being a slacker, like you!" Jorge replied, smiling. Manny rolled his eyes.

"Okay, everyone. Let's go in." Ms. Thompson led the class toward the building entrance. Most students left their backpacks behind, but Jorge brought his. He liked having a notebook available in case he wanted to take notes.

"Please tell me you have something planned," Manny whispered as they got off the bus.

Jorge chuckled. He was known as both a computer whiz and a **mischievous** prankster. The time he reprogrammed every computer in the school to play-at the same time-a marching band rendition of 'Happy Birthday' for the principal? *Classic Jorge!* But tonight, he didn't have any pranks in mind. He just wanted to look at the stars.

As the class entered the observatory's enormous central room, the dome above it was opening. Twenty minutes later, Jorge was gazing through the eyepiece of a huge telescope, marveling at how bright the stars of the Big Dipper appeared. Eventually, he stepped back, letting the next student have a turn.

After everyone had a chance to use the telescope, Dr. Serena Winters, the scientist leading the tour, told the students they would look at the moon next.

"Wait, Dr. Winters-look!" an observatory staff member said and pointed to the sky, where dark, rolling clouds had very quickly formed.

"That's bizarre," said Dr. Winters. "Where did those clouds come from?"

"The forecast was clear for tonight," responded the staff member, who began typing into his computer. "Those are definitely storm clouds."

A moment later, the dome began closing.

"Sorry, everyone," said Dr. Winters. "We are going to have to cut this visit short." The students groaned loudly.

"All right, all right," Ms. Thompson called, "let's go downstairs and back to the bus. In an orderly fashion, please!" Just as she finished speaking, sounds of thunder shook the building. The dome was still closing as Jorge grabbed his backpack and waited behind Manny to go down the stairs.

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Weird Clouds [A Change in Time, #1]

Lightning lit up the space. Thunder followed soon after. A moment later, the observatory lost power.

"Everyone stay right where you are, including those on the stairs," Dr. Winters called out into the darkness. "Don't move." The students could hear more thunder booming. After a few minutes, it stopped.

Finally, the power returned and the lights came on.

"Wasn't that something, Jorge?" Manny turned around. "Jorge?" But his pal was no longer behind him.

Name: _____ Date: _____

1. Why was Jorge's class finally able to visit the Goddard Observatory after multiple failed attempts?

- A. another class canceled their school trip to the observatory
- B. the observatory staff forgot to check the weather forecast
- C. Ms. Thompson was very excited about showing her class the stars
- D. the weather conditions were finally clear for skygazing

2. How does the text describe Jorge, according to his classmates?

- A. a slacker who doesn't do his homework
- B. a student who always listens to his teachers
- C. a computer genius and mischievous prankster
- D. a serious student who forgets his backpack

3. Jorge isn't planning on pranking anybody while at the observatory. What evidence best supports this conclusion?

- A. "Please tell me you have something planned," Manny whispered as they got off the bus."
- B. "But tonight, [Jorge] didn't have any pranks in mind. He just wanted to look at the stars."
- C. "Jorge barely listened, because he was so excited. His class had been trying to visit the Goddard for months."
- D. "[Jorge] liked having a notebook available in case he wanted to take notes."

4. Why might Manny be surprised that Jorge is missing?

- A. because Jorge never leaves Manny's side
- B. because Jorge was right behind him moments before
- C. because Jorge is a rule follower and wouldn't leave the group
- D. because every other student is already on the bus

5. What is the main idea of the text?

- A. Jorge and his class finally visit the Goddard Observatory, but their trip is interrupted by a mysterious and sudden storm.
- B. During Jorge's trip to the Goddard Observatory, he notices how bright the stars of the Big Dipper are.
- C. Dr. Winters is nervous about the storm and tells the students to not move, even the students who are on the stairs.
- D. Manny teases Jorge about how he always pulls pranks in class and is a mischievous student.

6. How does the author build suspense and mystery leading up to Jorge's disappearance?

- A. The author includes Jorge's thoughts and feelings before he disappears.
- B. The author includes images of the moon and Big Dipper.
- C. The author includes a sudden, large storm and a power outage.
- D. The author includes dialogue of Ms. Thompson telling her class the rules.

7. Choose the answer that best completes the sentence below.

_____ Jorge leaves the observatory, he grabs his backpack.

- A. Before
- B. For example
- C. Currently
- D. Instead of

8. What happens to the storm after the observatory loses power?

9. Why is the observatory staff confused by the appearance of the storm?

10. What makes the storm in the text seem different from a regular storm? Use evidence from the text to support your answer.

MORNING WORK

DAY 1

Andrea collected 452 seashells in June and 289 seashells in July. How many shells did she collect over the two months?

$$\begin{array}{r} 372 \\ + 625 \\ \hline \end{array}$$

John wrote the number below on his paper. Write the number in standard form.

six hundred ninety-eight thousand, four hundred twelve

Answer: _____

Write the number below in expanded notation.

3,274,921

View the numbers below and determine if a $<$, $>$ or $=$ belongs in the blank.

7,809,004,321 _____ 7,809,040,123

Betsy wrote the number below on her paper. Write the number in expanded form.

780,493

Answer: _____

Use what you have learned to complete problem 4.

- 4 You are playing a game that includes the following cards.



APPLY IT

Complete these problems on your own.

1 EXPLAIN

Jelani wrote thirty-six thousand, forty-two as 3,642. Explain what he did wrong. Then write the number correctly.

2 DEMONSTRATE

Suppose you only have hundreds, tens, and ones blocks. What are two different ways you could represent the number 1,718?

3 COMPARE

Write 55,555 in expanded form. How does the value of each 5 compare to the value of the 5 to its right?

Part A Choose six cards. Circle the cards you choose.

- i Make the greatest number possible using each card once. Write your answer in standard form and expanded form.

Standard Form:

Expanded Form:

- ii Make the least number possible using the same six cards. If you have a 0 card, do not use it as the first digit. Write your answer in standard form and expanded form.

Standard Form:

Expanded Form:

Part B Look at the standard form of your answers to Part A. Circle a digit that you used in both numbers. Did the value of the digit change between the two numbers? Explain.

5 MATH JOURNAL

Choose a six-digit number. Write the number in standard form, expanded form, and word form.

Energy: How It Moves, Changes, and Powers Our World

4thGradeScienceReading | Standards:4-PS3-1,4-PS3-2,4-PS3-3,4-PS3-4

What Is Energy?

Have you ever wondered what makes a ball roll, a light bulb glow, or a speaker make sound? The answer is energy! **Energy** is the ability to cause change or do work. You cannot see energy itself, but you can see what it does. Energy makes things move, heat up, light up, and make sound.

Speed and Energy

Every moving object has energy because of its motion. Scientists have noticed an important pattern: the faster an object moves, the more energy it has. A bicycle rolling slowly down the sidewalk has some energy, but a bicycle racing down a steep hill has much more energy because it is moving faster. This is why a fast-moving object can cause a bigger change than a slow-moving one — think about how much more it would hurt to be tapped by a slow-rolling ball compared to being hit by a fast-pitched one!

Energy on the Move: Transfer

Energy does not just stay in one place. It can move, or **transfer**, from one object or place to another. Energy can be transferred in several ways:

- **Sound** — when you bang a drum, energy travels through the air as sound waves that your ears can hear.
- **Light** — a flashlight transfers energy as light that travels across a dark room.
- **Heat** — a campfire transfers heat energy to warm your hands.
- **Electric currents** — wires carry electrical energy from an outlet to power a lamp or a phone charger.

What Happens When Objects Collide?

When two objects **collide**, or bump into each other, something interesting happens to their energy. Energy can transfer from one object to the other, which changes their speed. Picture two rolling marbles: when a fast marble hits a marble that is standing still, some of the moving marble's energy transfers to the still marble, causing it to start moving too. The first marble usually slows down because it gave some of its energy away.

Engineers and Energy

Engineers use their understanding of energy to design helpful devices. A device that changes energy from one form into another is said to **convert** energy. For example, a solar panel converts light energy into electrical energy, and a lamp converts electrical energy into light and heat energy. Engineers do not usually get a design right on the very first try. They design a device, test it to see how well it works, and then refine, or improve, it based on what they learned. This design-test-refine process helps engineers build better and better devices over time.

Putting It All Together

Energy is all around us, and understanding it helps us make sense of the moving, glowing, warming, and sound-making world we live in. The faster something moves, the more energy it has. Energy can transfer between objects and places through sound, light, heat, and electric currents. When objects collide, energy transfers between them and changes their speed. And engineers use their knowledge of energy to design, test, and refine devices that convert energy from one form into another to solve real-world problems.

Energy Worksheet

4th Grade Science | Standards: 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4

Name: _____

Date: _____

Part 1: Word Bank — Fill in the Blank

Use the word bank to complete each definition below. Each word is used only once.

Word Bank: energy • speed • transfer • collide • convert

- _____ is the ability to cause change or do work.
- The rate at which an object moves is called its _____.
- When energy moves from one object or place to another, we say the energy did a _____.
- When two objects bump into each other, we say they _____.
- Engineers design devices to _____ energy from one form into another, like changing light energy into electrical energy.

Part 2: Multiple Choice

Read each question and circle the best answer.

- According to the reading, what happens to an object's energy as its speed increases?
A. It stays the same B. It decreases C. It increases D. It disappears
- Which of these is NOT listed in the reading as a way energy can be transferred from place to place?
A. Sound B. Light C. Heat D. Gravity
- What happens when two objects collide?
A. Energy is destroyed B. Energy can be transferred between them C. Energy turns into matter D. Nothing changes
- When you turn on a lamp, electrical energy is converted into which two forms of energy?
A. Sound and heat B. Light and heat C. Motion and sound D. Light and motion
- A solar panel is an example of a device engineers designed to:
A. Store water B. Convert light energy into electrical energy C. Create sound waves D. Reduce speed
- What is energy?
A. A type of matter B. The ability to cause change or do work C. A measurement of weight D. A type of force only
- Which best describes speed?
A. How heavy an object is B. How far an object travels over time C. The color of an object D. The temperature of an object
- Why do engineers test and refine their energy-converting devices?
A. To make them heavier B. To make sure they work well and can be improved C. To make them louder D. To change their color
- When a moving ball hits another ball, what happens to its energy?
A. It disappears completely B. Some of it transfers to the other ball C. It turns into water D. It stays only with the first ball
- Which is an example of energy being transferred by heat?
A. Music playing from a speaker B. A campfire warming your hands C. A flashlight shining in the dark D. A car's motion

U.S. HISTORY

South Carolina

Vocabulary

Legislation

Ratify

Abolish

Suffrage

Equal Protection

Reading Skill

Analyzing Impact (4.5.CE)

As you read, think about how each amendment changed life in the South.

Standard 4.5.CE

Analyze the impact of federal legislation on the South during Reconstruction, including the 13th, 14th, and 15th Amendments.

Name: _____ Date: _____

Reconstruction and Amendments

After the Civil War, the federal government passed new **legislation**, or laws, to rebuild the South and address the future of formerly enslaved people. Three amendments to the U.S. Constitution became some of the most powerful legislation of this era, changing the nation forever.

In 1865, states **ratified** the 13th Amendment, which officially **abolished** slavery throughout the United States. For the first time, no person could be legally enslaved. This amendment reshaped the South's entire labor system, forcing landowners to find new ways to farm their land, such as sharecropping.

In 1868, the 14th Amendment was ratified. It granted citizenship to anyone born in the United States, including formerly enslaved people. This amendment also guaranteed **equal protection** under the law, meaning states could not treat citizens unfairly based on race. This gave the federal government new authority to protect citizens' rights within the states.

In 1870, the 15th Amendment extended **suffrage**, or the right to vote, to African American men. For the first time, formerly enslaved men could cast ballots and help choose their political leaders. Many African Americans voted eagerly and even ran for office themselves.

This new federal legislation had a huge impact on the South. Many white southerners resisted these changes, passing Black Codes and later using violence to prevent African Americans from exercising their new rights. The federal government sent troops to enforce the amendments, but resistance continued for years. Even so, the 13th, 14th, and 15th Amendments permanently changed U.S. law, laying a legal foundation for equality that Americans continue to build on today.

Reconstruction and Amendments – Worksheet

Name: _____ Date: _____

Part 1: Vocabulary Matching

Directions: Write the letter of the correct definition next to each vocabulary term.

- | | |
|---------------------------|---|
| _____ 1. Legislation | a. The idea that all people must be treated equally under the law |
| _____ 2. Ratify | b. To officially end or get rid of something |
| _____ 3. Abolish | c. Laws made by a government |
| _____ 4. Suffrage | d. The right to vote |
| _____ 5. Equal Protection | e. To officially approve and adopt, as with an amendment |

Part 2: Multiple Choice

Directions: Circle the best answer choice based on the reading passage.

1. What does "legislation" mean?

- A. A type of farm
- B. Laws made by a government
- C. A voting ballot
- D. A type of amendment

2. What did the 13th Amendment do?

- A. Abolished slavery
- B. Gave women the right to vote
- C. Created the Freedmen's Bureau
- D. Ended Reconstruction

3. What does "ratify" mean?

- A. To officially approve and adopt
- B. To cancel a law
- C. To build a school
- D. To elect a president

4. What did the 14th Amendment grant to formerly enslaved people?

- A. The right to vote
- B. Citizenship and equal protection under the law
- C. Free land
- D. Military rank

5. What does "equal protection" mean?

- A. All people must be treated equally under the law
- B. Only some people are protected by law
- C. States can make their own rules about citizenship
- D. The federal government has no power over states

6. What right did the 15th Amendment extend to African American men?

- A. Suffrage, the right to vote
- B. The right to own land
- C. The right to a free education
- D. The right to a jury trial

7. In what year was the 13th Amendment ratified?

- A. 1863
- B. 1865
- C. 1868
- D. 1870

8. In what year was the 15th Amendment ratified?

- A. 1865
- B. 1868
- C. 1870
- D. 1877

9. How did many white southerners respond to the new amendments?

- A. They welcomed the changes immediately
- B. They resisted by passing Black Codes and using violence
- C. They moved to the North
- D. They asked for more amendments

10. What was the lasting impact of the 13th, 14th, and 15th Amendments?

- A. They had no lasting effect
- B. They laid a legal foundation for equality that Americans still build on today
- C. They were later removed from the Constitution
- D. They only applied to Southern states

