

Fourth Grade eLearning 2026/2027

Day 2

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!

Follow Me! [Nightmare on the Tracks, #2]

by Penelope Codrington



Pixabay

"NOOOOO!" James's voice finally emerged as he sat up, his eyes wild with fear. He could still see the glint of the strange man's hammer. Then he blinked and saw his room in the soft light of morning. Veronica was standing next to his bed, looking at him with **concern**.

"Mom! Mom!" Veronica ran to the doorway and yelled, "James had a nightmare!" Then she turned back to her brother with a knowing smirk. "I *told* you not to eat so much chili last night. You know that stuff gives you bad dreams!"

Their mom rushed into the room, plopped down on James's bed, and gave him a big hug. "It's okay, James," she said. "You had a nightmare because you're nervous about your trip. Don't worry, everything will be fine. I'll put you two on the train, and Grandfather will meet you at the station on the other end. Be brave and take care of your sister."

James looked at his mother and sister and sighed. "I guess you're right," he replied. But he couldn't quite shake away the feeling of nervousness. The dream had felt so *real*.

Soon enough, it was time to go. Mrs. Jenkins told her children to pick up their already-packed suitcases and backpacks. The three of them headed out the front door to walk the few blocks to the nearby Amtrak station. Veronica skipped merrily along while James moved slowly, dragging his bag behind him. Every time the bag's wheels hit a crack in the sidewalk, it made a loud noise, reminding James of the "*Bang! Bang!*" he had heard in the darkness.

ReadWorks®

Follow Me! [Nightmare on the Tracks, #2]

When they reached the bustling station, Mrs. Jenkins led them to the platform where their train waited. She waved at the brown-eyed conductor standing at the door, dressed in a blue jacket and pants with a matching cap. "Can you please keep an eye on them?" she asked.

"Mom!" exclaimed James, **embarrassed**, "We'll be fine!" He hated when his mother treated him like a little boy. Had she forgotten he was going to be in fifth grade in the fall? He was practically a middle schooler!

Under the watchful eye of the conductor, James led Veronica to a seat next to a window and sat beside her. "This is so much fun!" she said with a wide grin.

"Uh huh," James responded, sarcastically.

The conductor walked by and winked at them. As James helped Veronica find a coloring book and crayons in her backpack, the conductor **announced**, "We'll be moving shortly."

Sure enough, in a couple of minutes they began to move out of the station. Slowly picking up speed, the train soon whizzed by houses and then fields.

With a mighty yawn, Veronica shut her coloring book and tucked it into the seat pocket in front of her. She leaned against James's shoulder and quickly fell asleep. James didn't mind it-in spite of all the annoying stuff she did.

James decided to try and nap, too. But whenever he closed his eyes, he heard the dreadful banging sound from the night before. In fact, he could even hear it when his eyes were open.

And now the noise was growing louder. James took a quick glance around the train carriage, but nobody seemed to **notice**. How could they not hear the noise, when it was so loud?

James shook his head and tried to doze, but the noise persisted. Opening his eyes, he saw that muscular man in overalls from his dream standing above him, still holding that shining hammer. This time, the man wasn't hitting the hammer against anything... and yet, the eerie, rhythmic banging noise continued.

The man bent down and leaned close to the trembling boy. In an urgent whisper, he commanded, "Follow me!"

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Ed. : *The tale continues in Part 3, "In the Engine Room."*

Reading: Mrs. Marshall

Name: _____ Date: _____

1. What happens to James at the start of this text?

- A. He goes to his grandfather's house.
- B. He colors pictures with Veronica.
- C. He wakes up from a nightmare.
- D. He follows the muscular man on the train.

2. How does James feel about his upcoming train trip?

- A. He is delighted about it.
- B. He is not excited about it.
- C. He is curious about it.
- D. He is very sad about it.

3. James continues to think about the nightmare he had even after he wakes up. What evidence from the text supports this conclusion?

- A. "Then he blinked and saw his room in the soft light of morning. Veronica was standing next to his bed, looking at him with concern."
- B. "Sure enough, in a couple of minutes they began to move out of the station. Slowly picking up speed, the train soon whizzed by houses and then fields."
- C. "Every time the bag's wheels hit a crack in the sidewalk, it made a loud noise, reminding James of the 'Bang! Bang! Bang!' he had heard in the darkness."
- D. "Opening his eyes, he saw that muscular man in overalls from his dream standing above him, still holding that shining hammer."

4. Based on the text, why might no one else be able to hear the banging noise James hears?

- A. It seems to only exist in his mind and is somehow connected to his nightmare.
- B. There are other, louder noises on the train that distract everyone else.
- C. Veronica is making the banging noise right next to James.
- D. There is no one else on the train to hear the banging noises.

5. What is the main idea of this text?

- A. Veronica loves trains and is excited to do many activities on her trip, like coloring with crayons and taking a long nap.
- B. James keeps hearing the sounds from his bad dream, and his fear grows during a train ride with his sister when he sees the man from his nightmare.
- C. James' mom is worried that Veronica and James will not be safe on the train and tells the conductor to look after them.
- D. James gets nightmares every time he eats chili, so Veronica tells him not to eat too much of it.

Reading: Mrs. Marshall

"James decided to try and nap, too. But whenever he closed his eyes, he heard the **dreadful** banging sound from the night before. In fact, he could even hear it when his eyes were open.

As used in this excerpt, what does the word "**dreadful**" most closely mean?

- A. soft and quiet
- B. relaxing and calming
- C. cheerful and upbeat
- D. horrible and scary

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

_____ Veronica sometimes annoys James, he doesn't mind when she falls asleep on his shoulder.

- A. After
- B. Even though
- C. However
- D. For example

8. Why can't James fall asleep on the train?

9. How would you describe James' feelings towards his nightmare and the man in overalls? Use evidence from the text to support your answer.

10. Using evidence from the text, argue whether or not James is dreaming at the end of the passage.

MORNING WORK

The surest way not to fail is to determine to succeed. — Richard Brinsley Sheridan

DAY 2

WORD PROBLEM

Joe's family went to the beach, which was 562 miles from their home. What is this number in word form?

FAST MATH

$$\begin{array}{r} 436 \\ + 352 \\ \hline \end{array}$$

6. REVIEW

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

Gina wrote the number below on her paper and underlined a digit. What place value is underlined?

8,903,459,002

Answer: _____

Complete the comparison below.

67,984,003 _____ 67,948,030

Is the circled value ten times or one-tenth the value of the underlined digit?

5,48(8),993

Answer: _____



LESSON 1 • QUIZ

Name: _____

Solve the problems.

- 1 Martha has a collection of twenty thousand, six hundred forty-three beads. What is this number written in expanded form?

- (A) $20,000 + 600 + 4 + 3$
(B) $2,000 + 600 + 40 + 3$
(C) $20,000 + 600 + 40 + 3$
(D) $20 + 1,000 + 600 + 43$

- 2 How can you show 357,890 in different ways? Write your answers in the blanks.

357,890 = _____ thousands + 8 hundreds + _____ tens + 0 ones

357,890 = _____ tens

357,890 = _____ ones

- 3 Look at the place-value chart below.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
4	6	9	9	6	3

How does the value of the 9 in the thousands place compare to the value of the 9 to its right?

Waves: How They Move, Help Us See, and Send Information

4thGradeScienceReading | Standards:4-PS4-1,4-PS4-2,4-PS4-3

What Is a Wave?

Drop a pebble into a still pond and watch what happens. Ripples spread out in circles, moving up and down as they travel across the water. This is a **wave** — a repeating pattern of motion that carries energy from place to place. Waves can travel through water, air, and even solid objects like a stretched rope. Even though the wave moves outward, most of the water itself does not travel far — it mostly moves up and down in place as the pattern passes through it. If something is floating on the water, like a leaf, the wave can cause it to bob up and down or even push it along.

Amplitude and Wavelength

Scientists describe waves using two important measurements. **Amplitude** is the height of a wave, measured from its resting position to its highest point. A wave with a bigger amplitude carries more energy and can cause a bigger splash or push an object harder. **Wavelength** is the distance between one wave peak and the very next one. Waves of the same type can have different amplitudes and different wavelengths, and these differences change how the wave looks and behaves. You can make your own model of a wave using a piece of string, a rubber band, or a row of beads to show amplitude and wavelength.

How Light Helps Us See

Light is another kind of wave, and it works together with your eyes to let you see the world around you. Objects do not make their own light — instead, light from the sun or a lamp bounces, or **reflects**, off the surface of an object. Some of that reflected light travels in a straight line until it enters your eyes. Your eyes and brain use that reflected light to form a picture of the object. This is why you cannot see anything in a completely dark room — there is no light to reflect off objects and reach your eyes.

Sending Information with Patterns

Engineers have learned to use patterns to **transmit**, or send, information over long distances. Instead of using every color or every sound, many codes use just two values, like on/off, black/white, or 0/1. Here are a few examples:

- **Morse code** — uses short and long signals (dots and dashes) to spell out letters and words.
- **Barcodes and QR codes** — use patterns of black and white lines or squares that a scanner can read.
- **Digital messages** — computers and phones turn text, pictures, and sound into patterns of 0s and 1s that can travel long distances without losing quality.

Putting It All Together

Waves are all around us, carrying energy in repeating patterns that can be described by their amplitude and wavelength. Light waves reflect off objects and enter our eyes, which is how we are able to see the world. And engineers use patterns — like the ones found in Morse code, barcodes, and digital messages — to transmit information quickly and accurately over long distances.

Waves Worksheet

4th Grade Science | Standards: 4-PS4-1, 4-PS4-2, 4-PS4-3

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: wave • amplitude • wavelength • reflect • transmit

1. A _____ is a repeating pattern of motion that carries energy from place to place.
2. The height of a wave, measured from its resting position to its highest point, is called its _____.
3. The distance between one wave peak and the very next one is called _____.
4. Light can _____ off an object's surface and enter your eyes so you can see the object.
5. Codes like Morse code or digital 0s and 1s use patterns to _____ information over long distances.

Part 2: Multiple Choice

Read each question and circle the best answer.

1. What is a wave?
A. A type of energy that never moves B. A repeating pattern of motion that carries energy C. A solid object D. A type of light bulb
2. Which measurement describes the height of a wave?
A. Wavelength B. Amplitude C. Reflection D. Transmission
3. Which measurement describes the distance between one wave peak and the next?
A. Amplitude B. Wavelength C. Reflection D. Speed
4. How are you able to see an object?
A. Light is created inside your eyes B. Light reflects off the object and enters your eyes C. Objects glow on their own D. Sound waves bounce off the object
5. Which is an example of a code that uses patterns to send information?
A. A rainbow B. Morse code C. A shadow D. A magnet
6. What happens to a floating object, like a leaf, when a wave passes through the water beneath it?
A. It sinks permanently B. It moves up and down in place C. It disappears D. It turns into light
7. Which best describes what engineers do with patterns to transmit information?
A. They ignore patterns B. They design codes such as barcodes and QR codes that use two values C. They avoid technology D. They only use spoken words
8. A QR code sends information using:
A. Sound waves only B. A pattern of black and white squares C. Only spoken language D. Colors only
9. Which correctly compares two waves with different amplitudes?
A. The wave with more energy usually has a smaller amplitude B. The wave with more energy usually has a larger amplitude C. Amplitude has nothing to do with energy D. All waves have the same amplitude
10. Why can a digital message travel long distances without losing quality?
A. It is sent using only light bulbs B. It is transmitted as a pattern of two values (like 0s and 1s) that can be accurately read and resent C. It is written by hand D. It cannot travel long distances

U.S. HISTORY

South Carolina

Vocabulary

Turning Point
Founding Principles
Federal Government
Labor System
Realignment

Reading Skill

Summarizing (4.5.P)

As you read, think about why each change made Reconstruction a turning point.

Standard 4.5.P

Summarize Reconstruction as a turning point in American history.

Name: _____ Date: _____

Reconstruction Turning Point

Historians often call Reconstruction (1865–1877) a **turning point** in American history – a moment when the nation changed in important and lasting ways. Reconstruction tested the nation's founding principles, transformed the labor system, and reshaped politics across the South.

Before the Civil War, the **founding principles** of liberty and equality did not apply to enslaved people. Reconstruction forced the nation to ask hard questions: Who counted as a citizen? Who had the right to vote? The 13th, 14th, and 15th Amendments extended these founding principles to African Americans for the first time, marking a dramatic shift in what freedom and citizenship meant in the United States.

Reconstruction also involved new **federal government** power. Before the war, states had control over most decisions, including slavery. During Reconstruction, the federal government took a much larger role, passing laws, sending troops to the South, and creating agencies like the Freedmen's Bureau to help rebuild the region and protect citizens' rights.

The end of slavery required an entirely new **labor system**. Without enslaved workers, southern farms needed a new way to operate. Sharecropping and tenant farming emerged, allowing freed people to work land in exchange for wages or a share of crops instead of being enslaved. Though this new system had many problems, it marked a permanent shift away from slavery as a labor system.

Politically, the South experienced dramatic **realignment**. For the first time, African Americans voted, held office, and participated in government. Some southern states elected African American legislators, and new state constitutions were written. Though this progress was later rolled back, these changes to citizenship, labor, and politics are why historians view Reconstruction as one of the most important turning points in American history.

Reconstruction Turning Point — Worksheet

Name: _____

Date: _____

Part 1: Vocabulary Matching

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

- | | |
|------------------------------|---|
| _____ 1. Turning Point | a. The way work and workers are organized in a society or economy |
| _____ 2. Founding Principles | b. A major shift or reorganization, such as in politics or power |
| _____ 3. Federal Government | c. A moment in history when something changes in an important and lasting way |
| _____ 4. Labor System | d. The national government of the United States, which has power over the whole country |
| _____ 5. Realignment | e. The basic ideas and beliefs the United States was built on, such as liberty and equality |

Part 2: Multiple Choice

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

1. What does "turning point" mean?

- A. A type of vote
- B. A moment in history when something changes in an important and lasting way
- C. A law passed by Congress
- D. A type of amendment

2. What are "founding principles"?

- A. Rules for farming
- B. The basic ideas and beliefs the United States was built on, such as liberty and equality
- C. Laws about voting only
- D. A type of labor system

3. Which amendments extended the nation's founding principles to African Americans for the first time?

- A. 1st, 2nd, and 3rd
- B. 13th, 14th, and 15th
- C. 19th and 20th
- D. 4th and 5th

4. What is the "federal government"?

- A. A state's local government
- B. The national government of the United States, which has power over the whole country

- C. A city council
- D. A type of labor system

5. What federal agency helped rebuild the South and protect citizens' rights during Reconstruction?

- A. The Department of Labor
- B. The Freedmen's Bureau
- C. The Supreme Court
- D. The Senate

6. What does "labor system" mean?

- A. A type of school
- B. The way work and workers are organized in a society or economy
- C. A political party
- D. A type of amendment

7. What new labor system replaced slavery in the South after the Civil War?

- A. Factory work
- B. Sharecropping and tenant farming
- C. Military service
- D. Free public housing

8. What does "realignment" mean?

- A. A major shift or reorganization, such as in politics or power
- B. A type of amendment
- C. A farming contract
- D. A federal law

9. What political realignment happened in the South during Reconstruction?

- A. African Americans voted, held office, and participated in government for the first time
- B. Only white men could vote
- C. The South created its own separate government
- D. All state constitutions stayed the same

10. Why do historians consider Reconstruction a turning point in American history?

- A. Because nothing changed during this time
- B. Because it brought lasting changes to citizenship, labor, and politics
- C. Because it only affected the North
- D. Because it had no connection to the Civil War