

Fourth Grade eLearning 2026/2027

Day 3

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!

ELA: Mrs. Marshall

In the Engine Room [Nightmare on the Tracks, #3]

by Penelope Codrington



SeichanGant via Wikimedia Commons

James cowered in his seat as the man with the hammer stared down at him. "Come on now... follow me!" the man repeated.

"I'm not going anywhere with you," James piped up, his voice shaking slightly, "because I don't know you."

The big man paused, seemingly taking stock of James. Then, he threw back his head and sang in a loud, booming voice:

"John Henry was a mighty guy!

He raised his hammer to the sky!

And dug those tunnels on the strength of his back

John Henry built the railroad tracks!"

That's Grandfather's song! James **realized** with a start. *How does this man know my Grandfather's song?* James puzzled over it for a moment, then came to a conclusion: *He must be one of Grandfather's friends from his years working on the railroad.* The man smiled

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In the Engine Room [Nightmare on the Tracks, #3]

and nodded... as if he could read James' mind.

No longer as fearful, James considered his situation as the banging continued. He couldn't help but feel that everything was connected-his dream, this man, the banging, and the steady feeling of unease that had been gripping him for the past day. Should he get up, follow this stranger, and potentially discover the source of this awful banging? Or should he play it safe and **remain** in his seat, with the banging noise filling his ears for the rest of the ride?

"Be brave and take care of your sister," his mom had said that morning.

James steeled himself for the decision he was about to make. He checked on Veronica to his right-she had shifted to lean against the window, still sleeping peacefully. And then, he got up to follow the mysterious man.

James quietly crept after the man. As he headed down the aisle, he noticed that the banging sound continued to echo throughout the train-but other passengers still did not seem to hear the noise or be **disturbed** at all. "Can *everyone* be sleeping?" he wondered. "Didn't anyone hear this guy's singing?" They walked from one train carriage to another, accompanied by the constant background sound of "*bang, bang, bang!*" increasing in volume with each carriage they passed.

Eventually, the mystery man led James to a door at the end of an empty carriage at the front of the train. A sign hung on the door: "Engine Room." The mystery man turned around and gave James a meaningful look. *I guess this is where this guy works*, he thought. James **assumed** the room contained the train's control center and he was excited about seeing the machinery. But turning back to look through the carriage, he felt a twinge of guilt about not waking Veronica, who loved trains. *Ah, but she'll be fine*, he thought. *I'll tell her about it afterwards.*

As James turned back to look at the sign, he **realized** that the mystery man was nowhere to be found. *That's weird*, he thought. He hadn't heard the door open... but it would've been hard to hear that, anyway, over the banging noise that filled his ears, now louder than ever. *He must've gone into the Engine Room.* Feeling adventurous, James turned the handle and opened the door.

He was greeted with near silence. The banging noise had stopped. James blinked a few times, getting used to the quiet that now filled his ears and taking in what was in front of him.

The room was small, with a front-facing window, a dashboard of blinking screens, and knobs, buttons, and levers galore. James's eyes swept from the dashboard around the car-and he gasped loudly. The mystery man had disappeared, but there was someone in a uniform lying face up on the ground!

James dropped to the floor. "Hey! Hey! Are you okay?" he asked the man frantically, giving him a shake. There was no response. James glanced at the man's chest and noticed the lettering on his uniform: *LOCOMOTIVE ENGINEER*. With horror, James **realized** what that meant.

This train was hurtling forward at a very high speed... with no driver!

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Ed. : *The tale continues in Part 4, "Out of Control."*

Name: _____ Date: _____

1. What song does the man with the hammer sing to James?
 - A. James' favorite song about the Engine Room
 - B. James' Grandfather's song about Veronica
 - C. James' favorite song about how fast trains travel
 - D. James' Grandfather's song about the railroad

2. What does James do right after he checks on Veronica to make sure she is safe and still sleeping?
 - A. He finds the locomotive engineer face up on the ground.
 - B. He decides to get up and follow the man from his dream.
 - C. He hears the mystery man singing his Grandfather's song.
 - D. He considers the pros and cons of following the mystery man.

3. The mystery man appears to know exactly where he is leading James. What evidence from the text supports this conclusion?
 - A. "James dropped to the floor. 'Hey! Hey! Are you okay?' he asked the man frantically, giving him a shake. There was no response. James glanced at the man's chest and noticed the lettering on his uniform: LOCOMOTIVE ENGINEER."
 - B. "Eventually, the mystery man led James to a door at the end of an empty carriage at the front of the train. A sign hung on the door: 'Engine Room.' The mystery man turned around and gave James a meaningful look."
 - C. "How does this man know my Grandfather's song? James puzzled over it for a moment, then came to a conclusion: He must be one of Grandfather's friends from his years working on the railroad."
 - D. "He was greeted with near silence. The banging noise had stopped. James blinked a few times, getting used to the quiet that now filled his ears and taking in what was in front of him."

4. What feeling does the banging sound most likely create for the reader and James?
 - A. a growing feeling of calm and quiet
 - B. a growing feeling of happiness and joy
 - C. a growing feeling of anger and sadness
 - D. a growing feeling of danger and suspense

5. What is the main idea of this text?

- A. The mystery man sings James' Grandfather's song, which makes James believe this man is his Grandfather's friend from his years working on the railroad.
- B. Veronica sleeps through the banging noises that James hears, even though it is very loud and keeps getting louder.
- C. James is excited to see the train's control center where there is important machinery that makes sure the train works correctly.
- D. After James decides to follow the mystery man, he discovers that the train he's on is speeding forward without a driver, putting him in a dangerous situation.

6. Read the following sentences from the text.

"No longer as fearful, James considered his situation as the banging continued. He couldn't help but feel that everything was connected-his dream, this man, the banging, and the steady feeling of unease that had been gripping him for the past day. Should he get up, follow this stranger, and potentially discover the source of this awful banging? Or should he play it safe and remain in his seat, with the banging noise filling his ears for the rest of the ride?"

Why does the author include James' inner thoughts in the passage?

- A. to show James is feeling completely calm and relaxed on this train trip
- B. to show the confusion he is feeling about whether or not to follow the man
- C. to show that James is completely confident in his decision to follow the man
- D. to show that James doesn't care about the mystery and is waiting for it to end

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

_____ James hears loud banging as he follows the mystery man, no one else in the train seems to hear the noise.

- A. Above all
- B. Even though
- C. Finally
- D. During

ELA: Mrs. Marshall

8. What does the mystery man do after James says he is not going to follow him because he is a stranger?
9. How does the mystery man get James to trust him at the beginning of the passage?
10. Why does James decide to follow the mystery man even though he is afraid? Use evidence from the text to support your answer.

MORNING WORK

Creativity is intelligence having fun. - Albert Einstein

DAY 3**WORD PROBLEM**

Max's dog weighs 76 pounds, and Angie's dog weighs 12 pounds. What is the difference in the dogs' weight?

FAST MATH

$$\begin{array}{r} 687 \\ - 324 \\ \hline \end{array}$$

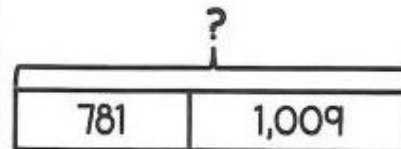
Round 5,678 to the nearest 100.

Answer: _____

Round 10,073 to the nearest 1,000.

Answer: _____

Examine the strip diagram below and solve.



Answer: _____

In the number below, one digit is underlined and one digit is circled.

54,39(9),044

Which statement is true about the circled digit?

- A. The value of the circled digit is 100 times the the underlined digit.
- B. The value of the circled digit is 10 times the the underlined digit.
- C. The value of the circled digit is one-tenth times the the underlined digit.
- D. The value of the circled digit is 1 times the the underlined digit.

Tim picked up 324 aluminum cans. Josh picked up 127 more cans than Tim. How many cans did the boys pick up together? Draw a strip diagram and solve.

Answer: _____

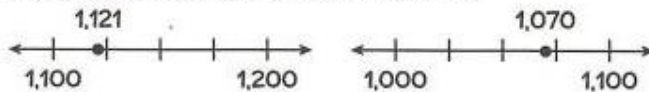
Refine Rounding Whole Numbers

Complete the Example below. Then solve problems 1–9.

EXAMPLE

The tallest building in Philadelphia is 1,121 feet tall.
The tallest building in San Francisco is 1,070 feet tall.
To the nearest hundred feet, what is the height of each building?

Look at how you could show your work using number lines.
Round each number to the nearest hundred.



1,121 rounds down to 1,100. 1,070 rounds up to 1,100.

Solution

The student used number lines to find which number of hundreds each height is closest to.



PAIR/SHARE

How can you decide which two hundreds a number is between?

APPLY IT

- 1 El Cerrito, California is a suburb in the San Francisco Bay area. In October 2020, El Cerrito had 17,514 people registered to vote. To the nearest thousand, how many people were registered to vote? Show your work.

How can you use the number of hundreds to round to the nearest thousand?

- 2 Teresa owns a company that makes Mexican toys called baleros. One year they make 380,285 baleros. To the nearest ten thousand, how many baleros do they make? Show your work.

Which two ten thousands is 380,285 between?



Solution

PAIR/SHARE

Which digit do you look at to round to the nearest ten thousand?

- 3 A website streams 264,398 movies to its customers one year. To the nearest ten, how many movies does the website stream?

- (A) 264,300
- (B) 264,390
- (C) 264,400
- (D) 265,000

Which two tens is 264,398 between?

Efia chose (C) as the correct answer. How did she get that answer?

PAIR/SHARE

Do you agree with Efia's answer?

- 4 You can see over 100 balloons in the sky each day at a hot air balloon festival in Cappadocia, Turkey. The height of one balloon rounded to the nearest ten is 2,540 feet. Which could be the exact height of the balloon? Choose all that apply.

(A) 2,535 feet
(B) 2,537 feet
(C) 2,545 feet
(D) 2,543 feet
(E) 2,400 feet



- 5 A renewable energy company sells 102,278 solar panels. To the nearest thousand, how many solar panels does the company sell?

(A) 100,000
(B) 102,000
(C) 102,300
(D) 103,000

- 6 Determine whether each original number is rounded to the nearest 100 or to the nearest 1,000 to make the new number.

Original	New	Nearest 100	Nearest 1,000
1,445	1,400	(A)	(B)
12,500	13,000	(C)	(D)
29,607	30,000	(E)	(F)
341,389	341,400	(G)	(H)

Organisms: Structures, Senses, and Survival

4thGradeScienceReading | Standards:4-LS1-1,4-LS1-2

Built to Survive

Every plant and animal is a living system made up of many different parts working together. Scientists call these body parts **structures**. Structures can be found inside an organism, like a heart or lungs, or outside an organism, like roots, thorns, or skin. Each structure has a **function** — a specific job it does to help the organism survive, grow, behave, and reproduce. For example, roots are a structure that anchor a plant in the soil and absorb water, while thorns are a structure that help protect the plant from being eaten. Internal and external structures do not work alone — they work together as a system, and every part's function supports the survival of the whole organism.

Structures Working Together

Think about your own body. Your lungs bring in oxygen, your heart pumps blood to carry that oxygen throughout your body, and your skin protects everything on the inside. If even one of these structures stopped doing its function, the whole system would be affected. This is true for animals and plants alike — every structure, whether it is a claw, a leaf, a stomach, or a stem, plays its own part in helping the organism live, grow, act, and make more of its kind.

Sensing the World

Animals also have special structures called senses that let them gather information about the world around them.

A **sense** is a way the body detects information, such as sight, hearing, smell, taste, and touch. Each sense receptor is specialized to pick up a certain kind of information — eyes detect light, ears detect sound, and skin detects touch and temperature. Once a sense organ collects information, it sends a signal to the animal's brain.

From Senses to Actions

The brain processes the information it receives from the senses and then decides how the animal should **respond**, or react. For example, if a rabbit's eyes detect a fast-moving shadow overhead, its brain processes that information as danger and tells its body to respond by running for cover. Animals also use memories of past experiences to guide how they respond — a dog that has learned the sound of a food bag being opened will respond by running to the kitchen. This whole pathway, from sensing information to processing it in the brain to responding with an action, is an information-processing system that helps animals survive in their environment.

Putting It All Together

Plants and animals are living systems built from structures that each have their own function. Internal and external structures work together to support survival, growth, behavior, and reproduction. Animals also rely on their senses to gather information about the world, process it in their brain, and respond in ways that help them stay safe, find food, and survive.

Organisms Worksheet

4th Grade Science | Standards: 4-LS1-1, 4-LS1-2

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: structure • function • survival • sense • respond

1. A _____ is a body part of a plant or animal, such as roots, lungs, or skin.
2. The job a structure does to help an organism is called its _____.
3. Staying alive is called _____.
4. A _____ is a way the body detects information, such as sight, hearing, smell, taste, or touch.
5. After the brain processes information from the senses, an animal will _____ by taking an action.

Part 2: Multiple Choice

Read each question and circle the best answer.

1. What is a structure?
A. A feeling an animal has B. A body part of a plant or animal C. A type of habitat D. A kind of weather
2. What is the function of a plant's roots?
A. To make sound B. To anchor the plant and absorb water C. To produce light D. To change color
3. Why do internal and external structures work together as a system?
A. So the organism can survive, grow, behave, and reproduce B. So the organism can change species C. So the organism never needs food D. So the organism can live without water
4. Which of these is an example of an external structure?
A. A heart B. Lungs C. Thorns D. A stomach
5. What is a sense?
A. A way the body detects information from the environment only in plants B. A type of internal structure only C. A structure found only in plants D. A feeling of hunger
6. Which sense structure detects light?
A. Ears B. Eyes C. Skin D. Nose
7. After a sense organ collects information, where is that information sent?
A. Directly to the muscles with no other steps B. To the animal's brain to be processed C. Nowhere — it is ignored D. Back into the environment
8. What does it mean for an animal to respond to information?
A. To ignore the information completely B. To react or take an action based on the information C. To turn the information into a structure D. To stop sensing forever
9. A rabbit sees a fast-moving shadow and runs for cover. Which best describes what just happened?
A. The rabbit's structures failed to function B. The rabbit sensed danger, its brain processed the information, and it responded by running C. The rabbit had no reaction at all D. The rabbit's ears detected the shadow
10. How do memories help animals respond to information?
A. Memories have nothing to do with responses B. Past experiences can guide how an animal responds to new information C. Animals cannot remember anything D. Memories only affect plants

U.S. HISTORY

South Carolina

Vocabulary

Reconstruction
Port Royal Experiment
Freedmen's Bureau
Sharecropping
Amendment

Reading Skill

Context Clues (4.5.CX)

As you read, circle context clues that help explain each bolded vocabulary word.

Standard 4.5.CX

Contextualize the economic, labor, political, and social conditions in South Carolina during Reconstruction.

Name: _____ Date: _____

Reconstruction in South Carolina

After the Civil War ended in 1865, the United States faced a huge challenge: how to rebuild the South and bring it back into the nation. This period, known as **Reconstruction**, lasted from 1865 to 1877. South Carolina had its own unique economic, labor, political, and social experience during this time.

Even before the war ended, South Carolina saw an early test of freedom. In 1861, Union forces captured the Sea Islands near Port Royal, and many plantation owners fled. This left thousands of enslaved people on the land. Northern teachers and government workers arrived to help these newly free people learn to read, farm the land for themselves, and earn wages. This became known as the **Port Royal Experiment**, one of the first tests of freedom and free labor for formerly enslaved Americans.

After the war, the federal government created the **Freedmen's Bureau** to help formerly enslaved people find jobs, build schools, reunite families, and negotiate fair labor agreements. Because most freed people had no land or money, a new labor system called **sharecropping** developed. Farmers worked a landowner's land in exchange for a share of the crop instead of a fair wage. This offered some independence, but many families struggled to get out of debt to landowners.

Reconstruction also brought major political change. In 1868, South Carolina adopted a new state Constitution. This **amendment** to the state's laws gave African American men the right to vote and hold office, and created the state's first public school system. For a time, South Carolina's legislature had an African American majority — a first in American history. Nationally, the 13th Amendment ended slavery, the 14th Amendment granted citizenship to formerly enslaved people, and the 15th Amendment protected voting rights for Black men.

These changes did not come without resistance. Many white South Carolinians opposed the new laws and used violence to keep African Americans from voting and holding office. By 1877, a political compromise led federal troops to leave the South, ending Reconstruction. Many of its gains were later rolled back by unjust Jim Crow laws. Even so, Reconstruction remains a turning point in South Carolina and American history.

Science: Mrs. Robinson-Taylor

SOUTH CAROLINA GRADE 4 SOCIAL STUDIES – STANDARD 4.5.CX

Reconstruction in South Carolina – Worksheet

Name: _____ Date: _____

Part 1: Vocabulary Matching

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

- | | |
|--------------------------------|--|
| _____ 1. Reconstruction | a. A federal agency that helped formerly enslaved people find jobs, build schools, and reunite families |
| _____ 2. Port Royal Experiment | b. An official change or addition to the U.S. Constitution |
| _____ 3. Freedmen's Bureau | c. The period after the Civil War (1865–1877) when the U.S. worked to rebuild the South |
| _____ 4. Sharecropping | d. A farming system where farmers worked a landowner's land in exchange for a share of the crop |
| _____ 5. Amendment | e. An early test of freedom in the SC Sea Islands where formerly enslaved people farmed land and learned to read |

Part 2: Multiple Choice

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

1. What years did Reconstruction take place?

- A. 1861–1865
B. 1865–1877
C. 1877–1900
D. 1900–1920

2. What was the Port Royal Experiment?

- A. A test of new farming machines
B. An early test of freedom and free labor for formerly enslaved people
C. A Confederate military plan
D. A school for Union soldiers

3. Which government agency was created to help formerly enslaved people find jobs, build schools, and reunite families?

- A. The Freedmen's Bureau
B. The Department of Labor
C. The Union Army
D. The South Carolina Legislature

4. Under the sharecropping system, farmers worked land in exchange for:

- A. A steady wage
B. Free land

- C. A share of the crop they grew
- D. A government pension

5. In what year did South Carolina adopt a new state Constitution?

- A. 1865
- B. 1868
- C. 1877
- D. 1861

6. Which amendment ended slavery in the United States?

- A. 13th Amendment
- B. 14th Amendment
- C. 15th Amendment
- D. 19th Amendment

7. Which amendment gave citizenship to formerly enslaved people?

- A. 13th Amendment
- B. 14th Amendment
- C. 15th Amendment
- D. 19th Amendment

8. Which amendment protected voting rights for Black men?

- A. 13th Amendment
- B. 14th Amendment
- C. 15th Amendment
- D. 19th Amendment

9. What happened in South Carolina's state legislature during part of Reconstruction?

- A. It had an African American majority for the first time
- B. It was closed by federal troops
- C. It banned all voting
- D. It moved to a new city

10. What event marked the end of Reconstruction in 1877?

- A. The passage of the 15th Amendment
- B. The Port Royal Experiment
- C. Federal troops leaving the South after a political compromise
- D. The founding of the Freedmen's Bureau