

Fourth Grade eLearning 2026/2027

Day 4

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!

Out of Control [Nightmare on the Tracks, #4]

by Penelope Codrington



iStock

James was **panicking**. The train was rushing forward down the track, and the engineer was lying on the ground, unresponsive. What should he do? !

He decided to check the man's breathing by holding a piece of paper in front of his mouth-as he had seen others do on television shows. He was relieved to learn that the engineer, while unresponsive, was still breathing.

"Help!" screeched James as he knelt beside the injured man. "Help! Help! Help!"

He quickly realized that no one could hear him over the sound of the train hurtling down the tracks.

Hearing the "Bang! Bang! Bang!" noise again, James jumped to his feet and peered out of the windows at the front of the train. Far in the distance, he could see a tall mountain of dirt and rocks sitting on the tracks. Was that... *a landslide*?! What would happen to everyone in the

train if they collided with it?

"Oh no!" he screamed. Turning around to see whether he could rouse the engineer still lying unconscious on the floor, James **noticed** a large hammer in the corner of the room. He ran to grab it, hoping he could make use of it somehow.

"Bang, bang, bang!" came the noise again, much louder this time. James whipped around because the sound seemed to be coming from directly behind him. He was relieved to see the tall man standing in front of the windows, beckoning him once again. The man had brought him here for a reason. James **resolved** to be as strong and brave as he could, just like John Henry in Grandfather's song. No matter what happened, he wanted his family to be proud of him.

When James thought about this moment in the days to come, he wondered how the man could have appeared in the same spot where he had just been standing. But at that time, as the train sped down the tracks, all James could think about was that he needed to slow those engines.

"Help me!" yelled James at the man. "Tell me what to do!"

The man remained silent... although this time he pointed at a bank of controls next to him below the windows. James had not **noticed** them before! He rushed over, still holding the hammer, and scanned the mechanisms. There in the middle of the control panel was a glass box containing a lever. The words "Emergency Brake" were printed below the box.

Glancing out of the window above the controls, James saw the **massive** rockslide getting closer and closer. He raised his hammer and hit the glass cover as hard as he could. As the glass shattered and pieces flew around the room, James did not flinch. Instead he reached for the lever and yanked it with all his strength.

ELA: Mrs. Marshall

Name: _____ **Date:** _____

1. What does James realize right after he yells for help for the injured engineer?

- A. The injured engineer is the mystery man in blue overalls.
- B. There is a control panel labeled "Emergency Brake."
- C. No one can hear him over the sound of the train.
- D. There is shattered glass everywhere in the train.

2. Which of the following shows the correct sequence of events?

- A. James smashes the glass box containing the Emergency Brake, then yells at the mystery man to help him, then grabs the large hammer, and last, checks to see if the engineer is breathing.
- B. James checks to see if the engineer is breathing, then yells at the mystery man to help him, then grabs the large hammer, and last, James smashes the glass box containing the Emergency Brake.
- C. James checks to see if the engineer is breathing, then grabs the large hammer, then yells at the mystery man to help him, and last, smashes the glass box containing the Emergency Brake.
- D. James grabs the large hammer, then yells at the mystery man to help him, then smashes the glass box containing the Emergency Brake, and last, James checks to see if the engineer is breathing.

3. Read the following sentences from the text.

"Bang, bang, bang!" came the noise again, much louder this time. James whipped around because the sound seemed to be coming from directly behind him. He was relieved to see the tall man standing in front of the windows, beckoning him once again. The man had brought him here for a reason. James resolved to be as strong and brave as he could, just like John Henry in Grandfather's song. No matter what happened, he wanted his family to be proud of him."

What conclusion can you draw from this evidence?

- A. James gets very scared by the loud banging sound and cannot move after he hears it.
 - B. James believes his family will come and help stop the train, so he doesn't need to take action.
 - C. James knows exactly how to stop the train from hitting the landslide and can figure it out all by himself.
 - D. James is no longer afraid of the mystery man and feels braver because the man is there.
- 4. Why does James not flinch when he hits the control panel even though the glass shatters and flies around the room?**
- A. He is focused on stopping the train and saving the passengers, despite the danger.
 - B. He knows he can use the shattered glass pieces to help stop the train.
 - C. He is used to handling hammers and has practiced breaking glass before.
 - D. He is too afraid to react and is unable to move his body.
- 5. What is the main idea of this text?**
- A. James is confused when the mystery man appears in the same spot where he had just been standing a moment before.
 - B. James must overcome fear and think quickly to stop a speeding train after he finds the engineer unconscious and a landslide blocking the rails ahead.
 - C. James knows to check the injured engineer's breath by using a piece of paper because he has seen people do this on television before.
 - D. The mystery man does not speak when James yells for help, but he does point out the emergency brake lever in a control panel to help him.

6. What role does the repeated "Bang! Bang! Bang!" noise play in this part of the story?
- A. It serves as a calming lullaby, helping James to relax and forget about the landslide and the danger on the train.
 - B. It gets James to look around and see the landslide as well as notice the man who points him to the emergency brake.
 - C. It is meant to distract James from the landslide so he can focus on a completely unrelated problem.
 - D. It leads James to assume that someone is knocking at the door to deliver a message.
7. Choose the answer that best completes the sentence below.
- _____ James yells at the mystery man to help him, the man points to a control panel labeled "Emergency Brake."
- A. Before
 - B. Meanwhile
 - C. Even though
 - D. After
8. What does James do when he sees the engineer lying on the ground, unresponsive?
9. Describe two major problems James is facing in this passage. Use evidence from the text to support your answer.
10. How does James demonstrate quick thinking and bravery in the passage? Use evidence from the text to support your answer.

MORNING WORK

The expert at anything was once a beginner. — Helen Hayes

DAY 4

WORD PROBLEM

Wowza Water World had 3,208 visitors on Thursday and 6,487 visitors on Friday. How many total people went to the park on the 2

FAST MATH

$$\begin{array}{r} 498 \\ - 359 \\ \hline \end{array}$$

Solve the problem below using the UPS Model.

Marcus earned \$215. David earned \$145 more than David. How much money did the boys earn together?

U:

P:

S:

Check:

View the input output chart below. Find the rule and solve for the missing numbers.

INPUT	OUTPUT
100	84
86	70
_____	54
48	_____
_____	12

Rule: _____

Luke purchased 145 water balloons. Dylan purchased 115 more than Luke. What is the total number of water balloons that they boys had?

Wendy had to deliver 450 flyers. She delivered 125 on Monday and 300 on Tuesday. How many flyers does Wendy have left to deliver. Draw a strip diagram and solve.

Answer: _____

Refine Comparing Whole Numbers

Complete the Example below. Then solve problems 1–9

EXAMPLE

Millennium Force and Formula Rossa are two famous roller coasters. Millennium Force is 6,595 feet long and Formula Rossa is 6,562 feet long. Which roller coaster is shorter? Use $>$, $<$, or $=$ to write a comparison.

Look at how you could show your work using a place-value chart.

Thousands	Hundreds	Tens	Ones
6	5	9	5
6	5	6	2

Solution

.....

The student used a place-value chart to compare the digits in the two numbers.



PAIR/SHARE

How else could you solve this problem?

APPLY IT

- 1 At a county fair, 342,085 adult tickets are sold and 342,805 child tickets are sold. Are more adult or child tickets sold? Use $>$, $<$, or $=$ to write a comparison. Show your work.

What is the first place in which the digits are different?

PAIR/SHARE

How did you and your

- 2 Ben's Video Games sells 11,806 new games and 10,899 used games from May to July. Does Ben's Video Games sell more new games or more used games? Use $>$, $<$, or $=$ to write a comparison. Show your work.

I think the comparison can be shown in different ways.



Solution

PAIR/SHARE
What are some different ways to state this comparison?

- 3 Liv and her son Raúl use a fitness tracker to count their steps over the weekend. Liv takes twenty-four thousand, five hundred sixty steps. Raúl takes $20,000 + 4,000 + 500 + 60$ steps.

Which statement correctly compares Liv's and Raúl's steps?
Who takes more steps?

- (A) $2,456 < 24,560$; Raúl takes more steps.
(B) $24,560 > 24,506$; Liv takes more steps.
(C) $24,560 < 24,650$; Raúl takes more steps.
(D) $24,560 = 24,560$; They take the same number of steps.

Anna chose (A) as the correct answer. How did she get that answer?

To compare the two numbers, I can write them both in standard form.

PAIR/SHARE
Does Anna's answer make sense?

- 4 Mr. Chan writes the following comparison on the board:

$$96,341 < \square\square, \square\square\square$$

Use the digits in the tiles below to find a number that makes the comparison true. Fill in the boxes in the comparison using each digit below only once.

2 3 5 6 9

- 5 One year, a farmer grows 189,909 pounds of lentils. The next year, the farmer grows 198,909 pounds of lentils. Which statements correctly compare the pounds of lentils the farmer grows? Choose all the correct answers.

- A $189,909 > 198,909$
- B $198,909 < 189,909$
- C $189,909 < 198,909$
- D $198,909 = 189,909$
- E $198,909 > 189,909$

- 6 Every year, four brothers travel to the Gathering of Nations Pow Wow in Albuquerque to complete in dance competitions. Noodin travels 1,168 miles. Jules travels 1,079 miles. Koko travels 967 miles. Elon travels 199 miles. Who travels the greatest distance?

- A Noodin
- B Jules
- C Koko
- D Elon



- 7 Students hang paper lanterns at four community centers to celebrate Lunar New Year. Center A has one thousand eleven lanterns, Center B has $1,000 + 100 + 10$ lanterns, Center C has 1,101 lanterns, and Center D has eleven hundred lanterns.

Write the number of lanterns at each community center in the place-value chart. Which center has the most lanterns?

	Thousands	Hundreds	Tens	Ones
Center A				
Center B				
Center C				
Center D				



Solution

- 8 A city saves 14,128 gallons of water by repairing leaks. The city also saves 14,210 gallons of water by reducing watering time. Which activity saves more water? Use $>$, $<$, or $=$ to write a comparison. Show your work.

Solution

9 MATH JOURNAL

Choose 2 six-digit numbers. Use symbols and words to write comparison statements. Explain how you know the comparisons are correct.

Earth's Features and Changes: Clues from Rock Layers and Maps

4thGradeScienceReading | Standards:4-ESS1-1,4-ESS2-2

Reading the Rock Layers

Earth's surface, or **landscape**, has not always looked the way it does today. Mountains, canyons, and valleys formed over long periods of time, and scientists can find clues about these changes by studying layers of rock. As layers of rock and sediment pile up over time, older layers end up on the bottom and newer layers form on top. Sometimes these rock layers contain **fossils** — the preserved remains or traces of ancient plants and animals. Fossils and rock layers form a kind of record of Earth's past.

What Fossils and Rock Layers Tell Us

Imagine finding rock layers with marine shell fossils sitting above rock layers with plant fossils and no shells at all. This is a **pattern**, and scientists use patterns like this as evidence to explain how the landscape changed — in this case, an area that was once dry land later became covered by water. Or picture a canyon with a river running through the bottom and different rock layers visible in its walls. That pattern is evidence that the river slowly cut through the rock over a very long time. Scientists do not need to know exactly how each rock layer formed to use these patterns as evidence — the order and location of the layers is enough to help explain how a landscape has changed.

Finding Patterns on Maps

Scientists also study **maps** to find patterns in Earth's features. A map can show the locations of mountains, ocean trenches, earthquakes, and volcanoes across the planet. When scientists analyze this data, they notice that most earthquakes and volcanoes are not scattered randomly — instead, they occur in bands that often run along the **boundary**, or edge, where continents meet oceans. Major mountain chains also tend to form inside continents or near their edges, not just anywhere on Earth. These patterns help scientists understand how Earth's surface is organized and how its features are connected.

Putting It All Together

Earth's landscape is always changing, even if the changes happen too slowly for us to notice day to day. By studying patterns in rock layers and fossils, scientists can explain how a landscape has changed over time. By studying patterns on maps, scientists can describe where Earth's major features, like mountains, earthquakes, and volcanoes, tend to occur. Both kinds of patterns give scientists important evidence about our planet.

Earth's Features and Changes Worksheet

4th Grade Science | Standards: 4-ESS1-1, 4-ESS2-2

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: fossil • landscape • pattern • boundary • map

1. A _____ is the preserved remains or traces of an ancient plant or animal found in rock layers.
2. The visible features of an area of land are called its _____.
3. Something that repeats in a predictable way and can be used as evidence is called a _____.
4. The edge where two things meet, such as where a continent meets an ocean, is a _____.
5. A _____ can show the locations of mountains, oceans, earthquakes, and volcanoes.

Part 2: Multiple Choice

Read each question and circle the best answer.

1. What can rock layers with fossils help scientists understand?
A. The weather today B. How the landscape has changed over time C. What food dinosaurs ate D. The color of ancient oceans
2. A canyon has different rock layers with a river at the bottom. What does this suggest?
A. The canyon appeared instantly B. A river slowly cut through the rock over time C. The rock layers formed underwater only D. There was never any water present
3. Marine shell fossils sit ABOVE a layer with plant fossils and no shells. What does this suggest?
A. The land was always underwater B. The area changed from land to water over time C. The area changed from water to land over time D. Fossils never form in rock layers
4. What is a landscape?
A. A type of fossil B. The visible features of an area of land C. A kind of map D. A type of rock only
5. Which is TRUE about patterns in rock formations?
A. They provide useful information B. They can be evidence to explain changes over time C. They only show the future D. They have nothing to do with fossils
6. Where do most earthquakes and volcanoes occur, according to maps?
A. Randomly with no pattern B. In bands along boundaries between continents and oceans C. Only in deserts D. Only underwater
7. What can a map help scientists do?
A. Predict tomorrow's weather B. Locate land and water features of Earth C. Identify fossils D. Measure temperature
8. Which of these might a topographic map show?
A. Mountains and ocean trenches B. Types of clouds C. Daily temperatures D. Types of animals
9. What is a fossil?
A. A living plant B. Preserved remains or traces of an ancient living thing C. A type of rock formed only by wind D. A modern map
10. Where do major mountain chains typically form?
A. Randomly anywhere on Earth B. Inside continents or near their edges C. Only in the ocean D. Only near the equator

U.S. HISTORY

South Carolina

Vocabulary

Freedmen

Reunite

Freedmen's Bureau

Literacy

Land Ownership

Reading Skill

Cause & Impact (4.5.CC)

As you read, think about how each goal impacted the African American experience.

Standard 4.5.CC

Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.

Name: _____ Date: _____

African Americans During Reconstruction

For African Americans, the end of the Civil War in 1865 marked the beginning of a new chapter. As **freedmen**, formerly enslaved people faced both incredible opportunities and enormous challenges as they worked to build new lives.

One of the first priorities for many freedmen was to **reunite** with family members who had been separated by slavery. Husbands, wives, parents, and children searched for years, sometimes placing newspaper ads or traveling great distances, hoping to find loved ones sold away during slavery.

Education became another major goal. Under slavery, most enslaved people had been forbidden from learning to read or write. After emancipation, freedmen eagerly pursued **literacy**, seeing it as a key to independence and opportunity. The **Freedmen's Bureau**, a federal agency created in 1865, helped establish thousands of schools across the South, staffed by Black and white teachers, including many formerly enslaved people who became teachers themselves.

Freedmen also hoped for **land ownership**. Many believed the government would give each family "forty acres and a mule" to start a farm. Although this promise was mostly broken, some African Americans still managed to save money and purchase land of their own.

Politically, African American men gained the right to vote and hold office for the first time. Some were elected to Congress and state legislatures. Building strong communities mattered too — African Americans organized their own churches, which became centers of worship, education, and leadership. Despite facing discrimination and broken promises, African Americans during Reconstruction built lasting institutions and left a powerful legacy for future generations.

SOUTH CAROLINA GRADE 4 SOCIAL STUDIES — STANDARD 4.5.CC

African Americans During Reconstruction — Worksheet

Name: _____ Date: _____

Part 1: Vocabulary Matching

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

- | | |
|----------------------------|--|
| _____ 1. Freedmen | |
| _____ 2. Reunite | a. Having legal possession of property, such as farmland |
| _____ 3. Freedmen's Bureau | b. A federal agency that helped freedmen with jobs, schools, and legal contracts |
| _____ 4. Literacy | c. Formerly enslaved people who gained freedom after the Civil War |
| _____ 5. Land Ownership | d. The ability to read and write |
| | e. To bring back together, such as family members separated by slavery |

Part 2: Multiple Choice

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

1. What does "freedmen" mean?

- A. Formerly enslaved people who gained freedom after the Civil War
- B. Northern soldiers
- C. Southern plantation owners
- D. Federal government workers

2. What did many freedmen try to do after gaining freedom?

- A. Reunite with family members separated by slavery
- B. Move to another country
- C. Join the Confederate army
- D. Avoid all contact with other freedmen

3. What does "reunite" mean?

- A. To separate people
- B. To bring back together, such as family members
- C. To sign a legal document
- D. To build a school

4. What federal agency helped establish schools across the South after the Civil War?

- A. The Department of Education
- B. The Freedmen's Bureau
- C. The Supreme Court
- D. The Union Army

5. What does "literacy" mean?

- A. The ability to read and write
- B. The right to vote
- C. A type of farming contract
- D. A type of amendment

6. Why did many freedmen eagerly pursue literacy?

- A. It was required by law
- B. They saw it as a key to independence and opportunity
- C. It had no real benefit
- D. Only children were allowed to learn

7. What does "land ownership" mean?

- A. Renting land from someone else
- B. Having legal possession of property, such as farmland
- C. Working for wages
- D. Building a school

8. What promise did many freedmen hope the government would keep regarding land?

- A. Forty acres and a mule
- B. Free housing in the North
- C. A monthly paycheck
- D. Free college tuition

9. What political rights did African American men gain during Reconstruction?

- A. The right to vote and hold office
- B. The right to own slaves
- C. The right to leave the country
- D. The right to form a new nation

10. What role did churches play in African American communities during Reconstruction?

- A. They had no role
- B. They became centers of worship, education, and leadership
- C. They were used only by white southerners
- D. They were banned by the federal government

