

Fourth Grade eLearning 2026/2027

Day 5

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!

Recipe for a Name

by Ron Anahaw



chocolate chip cookies
Steven Giacomelli from Pixabay

It was Jem's first day at his new school, and he was nervous. He wasn't sure how he should **introduce** himself to his classmates.

"Jem" was easier for most people than "Janaldo Marcos." If he told everyone "Janaldo Marcos," they might have a tough time saying his name. And if they had a tough time saying his name, they wouldn't want to hang out with him. And if they didn't want to hang out with him, he would have no friends, and would end up starting a weird YouTube channel about bugs and growing a weird mustache like his Tito Anthony and...

Jem decided that he would **introduce** himself simply as "Jem." Then he noticed that his teacher, Ms. Weaver, had left a nametag on his desk that said "Janaldo Marcos."

ReadWorks®

Recipe for a Name

Jem hurriedly erased "Janaldo Marcos" on the nametag and wrote in "Jem"-no mustache for him today! Realizing that the boy sitting next to him was staring at the new name, Jem squirmed in his seat, feeling tense, but the other boy said nothing.

Ms. Weaver smiled, said "Good morning, everyone," and began taking attendance, reading names off the class list.

"Rebecca Álvarez?"

"Here!"

As Ms. Weaver read each student's name, Jem realized that his name was still written "Janaldo Marcos" on the list, and not "Jem." Ms. Weaver would call him "Janaldo Marcos" first and he'd end up with no friends. He started imagining himself with the mustache again...oh no...

"And our new student... Janaldo Marcos Sayo?" Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She **pronounced** it "Ha-NAL-doe" instead of "Juh-NAWL-doe."

"Ha-NAL-doe MAR-cose Sayo?" Ms. Weaver repeated.

Jem raised his hand but said nothing. "Welcome!" Ms. Weaver said cheerily, before moving on. Soon, she finished reading the names.

"All right, is everyone settled in?"

Jem responded "Yes!" with the other fourth-graders.

Ms. Weaver took a piece of chalk and wrote the word **ingredients** on the board. "For science today, we are going to examine the **ingredients** that make up my favorite food. And that food is..." She turned around and wrote something else on the board: Chocolate Chip Cookies. The class broke out in a loud buzz!

"Wow, I'm glad that you are all so excited," Ms. Weaver said. "All right, who can tell me what everyone's favorite part of a chocolate chip cookie is?"

"The chocolate chips!" everyone answered.

"Mine, too! But we can't forget the other **ingredients**," she said, writing a list of the different

elements that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs.

Ms. Weaver pointed to each **ingredient** and explained what its role was: "Sugar and butter make the texture and taste of a cookie, which can make it chewy or hard, very sweet or less sweet. Flour gives the cookie a body, and baking soda shapes that body by making it rise. And eggs bring all those components together!" Next, she taped an illustration of a chocolate chip cookie up on the board and said, "In the end, each **ingredient** is important, and the cookie wouldn't be the same without it." Ms. Weaver continued on, explaining more about the science of baking... but Jem was distracted, fretting about what he might say to Ms. Weaver about the way she **pronounced** his name.

At the end of the morning, the students headed out to lunch, but Jem waited for a minute, then haltingly stepped up to Ms. Weaver's desk.

"Hello, Ha-NAL-doe MAR-cos, how can I help you?" she asked.

"Hi," Jem said. "I wanted to let you know that my first name is said *Juh*-NAWL-doe, not Ha-NAL-doe."

"Oh my, I am so sorry to hear that I **pronounced** it incorrectly," she replied. "*Juh*-NAWL-doe, am I saying it **properly** now?"

"Yes, Ms. Weaver, thank you," Jem replied, paused, then added, "It's kind of like a chocolate chip cookie."

"How's that?" Ms. Weaver responded, looking puzzled.

"My name also has **ingredients**. The 'Jan' comes from January, when I was born, 'Aldo' is from my dad's name, 'Ronaldo,' and 'Marcos' is from my mom's name, 'Marcielle.'"

Ms. Weaver broke out in a wide grin and said, "It is like a chocolate chip cookie! Thank you for sharing your name's **recipe** with me, Janaldo Marcos."

Janaldo Marcos smiled back and left for lunch, ready to share his name's **recipe** with anyone who would ask.

Name: _____ Date: _____

1. How is Jem feeling on his first day of school?

- A. sad
- B. angry
- C. nervous
- D. excited

2. Why is Jem worried about introducing himself as Janaldo Marcos?

- A. because he's worried that people will have a tough time saying his name
- B. because he knows his name reminds people of a popular song
- C. because there's already another person with the same name in the class
- D. because he doesn't want to embarrass his teacher by correcting her

3. Read the following sentences from the text.

"Jem' was easier for most people than 'Janaldo Marcos.' If he told everyone 'Janaldo Marcos,' they might have a tough time saying his name.

[...]

'And our new student... Janaldo Marcos Sayo?' Even worse, she said his first name wrong, and that made Jem feel so embarrassed. She pronounced it 'Ha-NAL-doe' instead of 'Juh-NAWL-doe.'

'Ha-NAL-doe MAR-cose Sayo?' Ms. Weaver repeated.

Jem raised his hand but said nothing."

What can you conclude about Jem based on this information?

- A. Jem's fears about people saying his name wrong come true.
- B. Jem's fears are proved wrong when Ms. Weaver says his name right.
- C. Jem decides to let everyone say his name wrong for the rest of the year.
- D. Jem corrects his teacher with the right way to say his name.

4. How does Jem use the lesson about chocolate chip cookies in his conversation with Ms. Weaver?

- A. He talks about how he loves sweet foods, especially chocolate chip cookies.
- B. He explains that his name has different ingredients, just like chocolate chip cookies.
- C. He explains that he was raised baking different kinds of cookies, not chocolate chip.
- D. He talks about how he wants to learn how to bake for his parents.

5. What is the main idea of this story?

- A. In chocolate chip cookies, each ingredient plays a special role in making the cookie taste good: the butter and sugar make the texture of the cookie either hard or soft, or sweet or less sweet.
- B. Janaldo Marcos loves learning about baking and ingredients because he hopes to open his own bakery one day where he bakes his favorite desserts, including chocolate chip cookies.
- C. Janaldo Marcos, or Jem, is nervous about people saying his name wrong on the first day of school, but a school lesson about ingredients helps him explain how to pronounce his name to his teacher.
- D. Janaldo Marcos, or Jem, is upset and embarrassed about having to correct Ms. Weaver because she is saying his name, Ha-NAL-doe, when really his name is pronounced *Juh*-NAWL-doe.

6. Read the following sentences.

"'Mine, too! But we can't forget the other ingredients,' she said, writing a list of the different **elements** that go into a chocolate chip cookie- sugar, butter, flour, baking soda, and eggs."

What does the word **elements** mean as it's used here?

- A. the most impressive example of something
- B. a type of cook book used for baking
- C. things that you might find in your bedroom
- D. things that are used to make something

7. Choose the word that best completes the following sentence.

Jem is worried about people having a tough time saying his name, Janaldo Marcos, _____ he thinks that then he won't have any friends.

- A. because
- B. however
- C. last
- D. first

8. How does Jem's teacher react when he corrects her about how to say his name?

9. What are the ingredients of Janaldo Marcos' name?

10. Why do you think that Janaldo Marcos is thinking of himself using his full name, not "Jem," by the end of the story?

MORNING WORK

The best way to predict the future is to create it. - Abraham Lincoln

DAY 5

1. WORD PROBLEM

The park had 8,346 visitors on Monday and 5,253 visitors on Tuesday. How many more visitors were there on Monday than on Tuesday?

2. FAST MATH

$$\begin{array}{r} 3,260 \\ + 5,859 \\ \hline \end{array}$$

6. REVIEW

What is the total value of the coins?



Eva hit 450 tennis balls for practice on Wednesday. On Thursday she hit 378 tennis balls. How many tennis balls did Eva hit altogether?

Add or Subtract:

How do you know?

Michael and Chris caught 325 fish. If Chris caught 175 of the fish, how many did Michael catch?

Solve the problem below.

$$\begin{array}{r} 4,000 \\ - 2,983 \\ \hline \end{array}$$

Answer: _____

**Solve the problems.**

- 1** Choose $>$ or $<$ to complete a true comparison for each pair of numbers.

	$>$	$<$
3,668 $\square$ 13,667	(A)	(B)
8,136 $\square$ 8,036	(C)	(D)
5,397 $\square$ 5,379	(E)	(F)
67,499 $\square$ 67,500	(G)	(H)

- 2** Mrs. Mendez writes the following comparison on the board:

$$706,532 > 706, \underline{\hspace{2cm}}$$

Use the digits 3, 5, 7, or 9 only once each to write a number that makes the comparison true. One of the digits will not be used.

Write your answer in the blanks.

- 3** In April, the number of visitors at the museum is sixty-four thousand, seventy-two. In May, the number of visitors is $60,000 + 4,000 + 500 + 20 + 1$.

Which comparison of the visitor numbers is correct?

Which month has more visitors?

- (A) $64,720 > 64,521$; April has more visitors than May.
(B) $64,072 = 64,072$; April and May have the same number of visitors.
(C) $64,072 < 64,521$; May has more visitors than April.
(D) $64,072 > 64,021$; April has more visitors than May.



LESSON 2 • QUIZ

Name: _____

- 4** Which statements correctly compare each pair of numbers?

Choose all the correct answers.

- ☐ (A) $263,203 > 200,000 + 60,000 + 3,000 + 20 + 3$
- ☐ (B) $263,203 > 263,300$
- ☐ (C) $263,203 = 263,203$
- ☐ (D) $263,203 = 263,230$
- ☐ (E) $263,203 > 263,069$
- ☐ (F) $263,203 < 263,099$

- 5** Eastern Elementary School raises \$15,359 for local animal shelters.
Western Elementary School raises \$15,530 for the shelters.

Use $>$, $<$, or $=$ to write a comparison of the amounts that the two schools raise. Which school raises more money?

Show your work.

Natural Resources and Natural Hazards: Earth and Human Activity

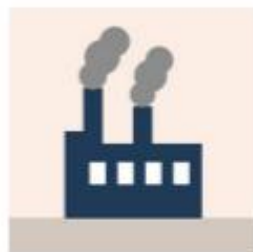
4thGradeScienceReading | Standards:4-ESS3-1,4-ESS3-2

Where Our Energy Comes From

Everything humans use for energy and fuel comes from a **resource** — a material found in nature. Some resources are **renewable**, meaning they can be replaced naturally in a short amount of time. Sunlight, wind, and water behind a dam are renewable resources because the sun keeps shining, the wind keeps blowing, and rivers keep flowing. Other resources are **nonrenewable**, meaning they cannot be replaced quickly once they are used up. Fossil fuels, like coal, oil, and natural gas, take millions of years to form, so once we use them, they are essentially gone for a very long time.



Renewable resources: wind and sunlight



Nonrenewable resources: fuels burned by factories

How Resource Use Affects the Environment

The way people use natural resources affects the environment in different ways. Burning fossil fuels can release pollution into the air, and building dams for water power can change the habitats of plants and animals living nearby. Renewable resources tend to have a smaller impact on the environment because they do not run out, but engineers still have to think carefully about where to place solar panels or wind turbines so they do not disturb the land or wildlife around them. Understanding where our energy comes from helps people make informed choices about how to use resources wisely.

Natural Hazards

Earth's natural processes can sometimes create a **hazard** — an event that can cause danger or damage to people and property. Earthquakes, floods, hurricanes, tornadoes, and coastal erosion are all examples of natural hazards. Humans cannot stop these natural processes from happening, but engineers and scientists can take steps to reduce how much damage they cause.

Designing Solutions

Engineers use their understanding of natural hazards to design a **solution** — an idea or design that helps solve a problem. For example, engineers can design earthquake-resistant buildings that flex instead of collapsing, build levees and waterways to direct floodwater safely away from towns, and improve monitoring systems that warn people before a tornado or volcanic eruption strikes. Engineers often compare multiple possible solutions to find the one that works best for a community's needs.



A natural hazard, like an earthquake



An engineered solution: a reinforced building

Putting It All Together

The energy and fuels people use every day come from natural resources, some renewable and some nonrenewable, and how we use them affects the environment. At the same time, Earth's natural processes can create hazards that put people and property at risk. Engineers use science to design solutions that help communities stay safer from these hazards, even though the natural processes themselves cannot be stopped.

Natural Resources and Natural Hazards Worksheet

4th Grade Science | Standards: 4-ESS3-1, 4-ESS3-2

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: resource • renewable • nonrenewable • hazard • solution

1. A _____ is a material or source of energy found in nature that people use.
2. A _____ resource can be replaced naturally in a short amount of time, like sunlight or wind.
3. A _____ resource cannot be replaced quickly once it is used up, like coal or oil.
4. A _____ is a natural event, like an earthquake or hurricane, that can cause danger or damage.
5. A _____ is an idea or design that helps solve a problem, such as an earthquake-resistant building.

Part 2: Multiple Choice

Read each question and circle the best answer.

1. Where do all of the energy and fuels people use come from?
A. Factories only B. Natural resources C. Nothing—they appear on their own D. Only from the ocean
2. Which is an example of a renewable resource?
A. Coal B. Sunlight C. Natural gas D. Oil
3. Why are fossil fuels considered nonrenewable?
A. They form quickly and never run out B. They take millions of years to form, so they cannot be replaced quickly C. They are not real resources D. They come from the sun
4. How can using natural resources affect the environment?
A. It never has any effect B. Burning fuels can release pollution and change habitats C. It only affects the ocean D. It always improves the environment
5. What is a natural hazard?
A. A tool engineers use B. A natural event that can cause danger or damage C. A type of renewable resource D. A kind of building material
6. Which of these is an example of a natural hazard?
A. A solar panel B. An earthquake C. A wind turbine D. A dam
7. Can humans stop natural hazards like earthquakes and hurricanes from happening?
A. Yes, engineers can prevent them completely B. No, but engineers can design ways to reduce their impact C. Yes, by using only renewable resources D. No, nothing can be done at all
8. Which is an example of an engineered solution to a natural hazard?
A. An earthquake-resistant building B. A regular wooden fence C. A garden D. A bicycle
9. Why might engineers compare multiple solutions to a problem?
A. To make the problem worse B. To find the solution that works best for a community's needs C. Because only one idea is ever allowed D. To avoid using any resources
10. What is one reason engineers must be careful even when using renewable resources like wind or solar power?
A. Renewable resources never run out, so there is nothing to consider B. Wind turbines and solar panels can still affect the land and wildlife around them C. Renewable resources always harm the environment more than fossil fuels D. Renewable resources cannot be used for energy

U.S. HISTORY

South Carolina

Vocabulary

Perspective

Tenant Farming

Carpetbagger

Black Codes

Discrimination

Reading Skill

Multiple Perspectives (4.5.E)

As you read, think about how each group experienced Reconstruction differently.

Standard 4.5.E

Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations.

Name: _____ Date: _____

Economic, Political, and Social Effects of Reconstruction

During Reconstruction (1865–1877), different groups of Americans experienced very different economic, political, and social effects. Each group's **perspective**, or point of view, depended on their own experiences.

Economically, the South's economy was in ruins after the war. Formerly enslaved people had no land or money, so many became **tenant farmers**, renting land from white landowners for cash or a share of their crop. This offered freedom, but many families struggled with debt for years. White landowners also faced hardship since their enslaved workforce was gone and their land was often damaged. Some Northerners, called **carpetbaggers**, moved south seeking new opportunities, though many southerners viewed them with suspicion.

Politically, new laws and amendments gave African American men the right to vote and hold office for the first time. Many African Americans saw this as a hard-won victory and took part in elections; some were elected to government positions. Many white southerners resisted these changes. Some states passed **Black Codes**, laws designed to limit African Americans' rights and force them back into low-paying labor. Violent groups like the Ku Klux Klan formed to intimidate African Americans and stop them from voting.

Socially, Reconstruction transformed daily life. African Americans reunited families separated by slavery, built their own churches, and started schools with help from the Freedmen's Bureau. Education became a powerful symbol of freedom. At the same time, **discrimination** and social division remained strong, as many white southerners worked to maintain control over African Americans through unfair laws and violence.

By 1877, perspectives on Reconstruction's success varied widely. African Americans had made real gains but kept fighting for economic security and protection from discrimination. Many white southerners felt Reconstruction had been forced upon them unfairly. These different perspectives show that Reconstruction was not one single story, but a time of complex change experienced differently depending on who you were.

SOUTH CAROLINA GRADE 4 SOCIAL STUDIES – STANDARD 4.5.E

Effects of Reconstruction – Worksheet

Name: _____ Date: _____

Part 1: Vocabulary Matching

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

- | | |
|-------------------------|---|
| _____ 1. Perspective | a. Laws passed by Southern states to limit the rights and freedom of African Americans |
| _____ 2. Tenant Farming | b. A Northerner who moved to the South during Reconstruction, often seeking opportunity |
| _____ 3. Carpetbagger | c. A person's point of view, shaped by their own experiences |
| _____ 4. Black Codes | d. Unfair treatment of people based on race or background |
| _____ 5. Discrimination | e. A system where farmers rented land from an owner in exchange for cash or a share of the crop |

Part 2: Multiple Choice

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

1. What does "perspective" mean?

- A. A type of tax
- B. A person's point of view based on their experience
- C. A law passed by Congress
- D. A type of farm

2. Why did many formerly enslaved people become tenant farmers after the Civil War?

- A. They wanted to move to the North
- B. They had no land, tools, or money of their own
- C. The government required it
- D. They preferred farming to other jobs

3. What were carpetbaggers?

- A. Southern plantation owners
- B. Northerners who moved south during Reconstruction
- C. Formerly enslaved people
- D. Confederate soldiers

4. What were Black Codes designed to do?

- A. Protect African Americans' voting rights
- B. Limit the rights and freedom of African Americans
- C. Create new schools
- D. End tenant farming

5. What group used violence to stop African Americans from voting?

- A. The Freedmen's Bureau
- B. The Union Army
- C. The Ku Klux Klan
- D. Congress

6. What political right did African American men gain during Reconstruction?

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

7. What did education represent for many African Americans during Reconstruction?

- A. A burden
- B. A powerful symbol of freedom
- C. A punishment
- D. A requirement of Black Codes

8. How did many white southern landowners experience Reconstruction economically?

- A. They gained more wealth than before the war
- B. They faced hardship because their workforce was gone and land was damaged
- C. They received free land from the government
- D. They were unaffected by the war

9. What does the word "discrimination" mean, based on the passage?

- A. Unfair treatment of people based on race or background
- B. A type of farming contract
- C. A political election
- D. A type of school

10. Why do historians study multiple perspectives of Reconstruction?

- A. Because everyone experienced it in the exact same way
- B. Because it was experienced differently depending on a person's race, position, and circumstances
- C. Because only one perspective mattered
- D. Because Reconstruction did not affect ordinary people