

Week Seven Literacy – Grade Four

Session One

- Read the Key Vocabulary (L.4.4)
- Read the passage Isopods (RI 4.1)
- Read aloud to practice fluency – aim for expressive, connected, smooth reading with a nice fluent rate
- Complete the vocabulary questions

Key Vocabulary		
isopods	noun	a small crustacean with fourteen legs that all function the same
function	verb	an action that helps a plant or animal survive
iso	prefix	similar or equal
pod	root	foot
crustacean	noun	a class of mostly aquatic, or water, animals with hard, flexible shells
antennae	noun	thin, sensitive organ on the head used to feel and touch things
gills	noun	body part for taking oxygen from water
structures	noun	any part of an organism (plant or animal) that can be seen or observed
dome-shaped	adjective	curving or somewhat rounded in shape
decaying	verb	rot or slowly breaking down

1. This word describes a way an isopod can feel or touch things.
 - a. crustacean
 - b. function
 - c. gills
 - d. antennae

2. Complete this sentence using a word from the key vocabulary list:
 The zookeeper was worried about the turtle's health because his shell seemed to be _____.

3. What definition of **structure** makes the most sense in the following sentence:
The African elephant is a different animal than its Asian elephant cousin, both in structures and habits.
 - a. Definition One: the way something is built or arranged
 - b. Definition Two: any observable part of an organism
 - c. Definition Three: the arrangement of a pattern

4. What kind of a doctor do you think a podiatrist is? Use the word podiatrist correctly in a well-developed sentence.

Session Two

- Reread Isopods
 - Answer the following questions:
1. What structures does an isopod have on the body?
 - A. feathers, beak, webbed feet
 - B. antennae, shell, wings
 - C. gill-like breathing, scales, fin
 - D. shell, jaw, gill-like breathing

 2. When danger approaches, a(n) _____ will roll up into a ball, but a(n) _____ will run away. (RI 4.1)

 3. What is unique about the way isopods breathe? Use text evidence to support your answer. Write complete sentences. (RI 4.8)

 4. Using details from the text, in which environment would an isopod thrive: under a rock in the forest **or** under a rock in the desert? Explain your thinking. (RI 4.1)

Isopods

Pill bugs! Sow bugs! These are two common names people give to **isopods**. Some people confuse isopods with insects. Isopods are not insects because isopods have seven pairs of legs. All insects have only *three* pairs of legs.

All seven pairs of an isopod's legs have the same **function**. Their scientific name indicates this: *iso* means "similar" or "equal," and *pod* means "foot." Isopods use all seven pairs of legs for walking, and nothing else. Insect legs are used for many functions. These include feeding, grasping, jumping, swimming, and carrying. This is another way that isopods are different from insects.



Isopods



Pill bugs



There are many kinds of isopods, but all are crustaceans. Crustaceans are animals with shells, jaws, and two pairs of antennae. Crustaceans include crabs, shrimp, and lobsters. Most crustaceans live in water and breathe with gills. Isopods are a little different. They can live on land. But they have to be in a moist environment most of the time. As long as they keep their gill-like breathing structures wet, they can breathe. If these structures become dry, the isopod cannot survive. The gills are located behind the last pair of walking legs on the isopod's underside.

Did you observe two different kinds of isopods in class? One kind is dome-shaped and has short antennae. When this isopod senses danger, it can roll up into a ball. That's why it is called a pill bug.

The other isopod is flatter and has longer antennae. It is called a sow bug. A sow bug cannot roll up to protect itself from a hungry spider or insect. But it can run faster than a pill bug.

Sow bugs and pill bugs feed on dead leaves and decaying fruit and seeds. They play an important role in recycling dead plant material in many environments. Where have you found isopods?



A sow bug

ROUNDING TO THE NEAREST 10, 100 & 1000 SHEET 1



Round these numbers to the nearest 10

- 1) 47 → _____ 2) 64 → _____ 3) 128 → _____
 4) 93 → _____ 5) 315 → _____ 6) 173 → _____
 7) 908 → _____ 8) 209 → _____ 9) 167 → _____
 10) 245 → _____ 11) 373 → _____ 12) 196 → _____

Round these numbers to the nearest 100

- 1) 732 → _____ 2) 569 → _____ 3) 306 → _____
 4) 817 → _____ 5) 763 → _____ 6) 284 → _____
 7) 455 → _____ 8) 1372 → _____ 9) 2408 → _____
 10) 1375 → _____ 11) 956 → _____ 12) 4347 → _____

Round these numbers to the nearest 1000

- 1) 1348 → _____ 2) 5027 → _____ 3) 1608 → _____
 4) 827 → _____ 5) 5981 → _____ 6) 4389 → _____
 7) 2715 → _____ 8) 1595 → _____ 9) 6375 → _____
 10) 3811 → _____ 11) 375 → _____ 12) 7287 → _____

ROUNDING TO THE NEAREST 10, 100 & 1000 SHEET 2



Complete the table below.

NUMBER	NEAREST 10	NEAREST 100	NEAREST 1000
327	330		
192	190	200	
853			1000
769			
407			
250			
1436			
1825			
2413			
3179			
5734			
6952			
4577			
9552			

NUMBER	NEAREST WHOLE	NEAREST TENTH
12.53	13	12.5
1.37	1	
0.76		0.8
2.77		
9.03		
0.65		
12.92		
5.36		
8.04		
0.08		
13.27		
6.98		
24.34		
8.84		
3.08		
35.27		
0.95		
2.54		
11.07		
20.48		
32.61		
4.56		

ROUNDING DECIMALS CHALLENGE 2



Use the clues to find the correct answer from the eight possibilities.

CHALLENGE A

- I am between 10 and 20.
- I am 15 rounded to the nearest whole.
- I have 4 digits.
- My ones digit is even.

Who am I?

12.7	15.24	16.6	13.58
14.57	16.08	14.9	15.48

CHALLENGE B

- I have 3 digits.
- I am less than half of 16.
- When rounded to the nearest whole, I round down not up.
- All my digits are odd.

Who am I?

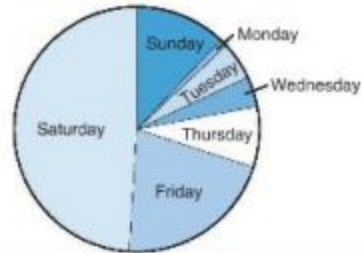
9.35	3.28	1.39	1.55
6.3	1.74	4.71	7.1

1. Ms. Kawasaki's fourth grade class made a circle graph to show students' favorite days of the week.

a. Which day of the week is the least favorite in Ms. Kawasaki's classroom?

b. About what fraction of the students prefer Saturday?

Favorite Day of the Week



2. Juan talked on the phone an average of 34 minutes per week for 1 whole year. About how many minutes did Juan spend on the phone in 1 year?

Number model with unknown:

Answer: _____ minutes

Summary number model:



3. Divide with a paper-and-pencil algorithm. Write the remainder as a fraction.

$$883 \div 7 = \underline{\hspace{2cm}}$$



4. Write $<$, $>$, or $=$ to make each number sentence true.

a. 420,000,000 _____ four hundred twenty million

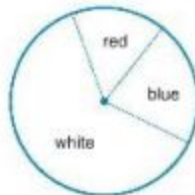
b. 65,000,000 _____ 92,000,000

c. four hundred thousand _____ 10^4

d. 10^2 _____ 1,000



5. For this spinner, what color would you be *most likely* to land on?



HABITAT INFORMATION ORGANIZER

The name of the habitat I researched is: _____

Where in the world is this habitat?

These are some of the nonliving things in the habitat:

- _____
- _____
- _____
- _____
- _____

This is the climate of the habitat:

- _____
- _____
- _____
- _____
- _____

These animals are found in the habitat:

- _____
- _____
- _____
- _____
- _____

These plants are found in the habitat:

- _____
- _____
- _____
- _____
- _____

Here are other special facts about the habitat:

- _____
- _____
- _____
- _____

Same instructions as the last 3 weeks.

State Float Instructions

One of our final Social Studies projects of the year is the state float. A state float is a piece of art that contains information and facts about one of our country's fifty states.

The float can be made out of anything, but we recommend a shoe box if you have one available. If you don't have a shoebox, you can use other sturdy materials as the base.

Below is a list of items that can be included on your state float. These items may be 2- dimensional and drawn, photographed, or printed from a computer. They may also be 3-dimensional objects that are **hand-made by the student**, such as a clay pineapple for Hawaii or poppies made of yellow and orange tissue paper for California; **manufactured** such as a plastic orange for Florida; **or real** such as a potato for Idaho.

The float can include the following items:

1. Name of State
2. State Flag
3. State Nickname
4. State Flower
5. State Tree
6. State Bird
7. State Animal
8. State Symbol
9. State economy (how does your state make money?)
10. A map of the state
11. Something the state is famous for (Florida oranges, Wisconsin cheese, etc.)

Please label each item on your float!

This project is voluntary, and meant to be a fun way to share your knowledge about your state!

Be creative and have some fun!

FLOAT PRESENTATION

3 minute presentation.

Start with an introduction. Ex. "Hello, my name is _____. I am from _____ class. The state I will be presenting today is the state of _____.

Have a plan of the order you will present your float. Ex. Top, front, sides and then back. **STAY BEHIND THE FLOAT AT ALL TIMES.**

The most interesting information you learned or favorite part of the project. Be specific.

Be loud, clear and slow.

Do not read off of the float. Face the audience at all times. You may use an index card for the fast facts only, but still look at audience occasionally while reading. **IT IS OKAY TO HAVE SILENT PAUSES!** Watch out for filler words such as "um" and "and". Use domain specific vocabulary, but you may need to explain.

You may tip the float. If something falls off, breaks or doesn't go as planned keep going.

Use expression in your presentation!

Don't worry. We will practice and practice and practice so you will know what you are doing.

You are to be "the expert"! Learn as much as you can about your state and do more research if you need to.

This was in last week's printable packet.

LINN-MAR SCHOOL DISTRICT BAND and ORCHESTRA

BEGINNER RECRUITING INFORMATION 2020

Hello 4th Grade families,

As we prepare to open our two new buildings, the Intermediate Band and Orchestra staff would like to invite you to join our programs! Band and Orchestra at Linn-Mar is a huge part of the district's success and we want to have many of you involved in our Programs. Due to the school closure this spring, we were unable to present information about our programs to all fourth grade students in our usual way.

In order to provide you and your students with the information and opportunities available to make decisions about participation in our programs, and to introduce the instruments available to students in both programs, we have created Band and Orchestra PowerPoint presentations for you to view.



Click [here](#) for the Band PowerPoint or visit [here](#)



Click <https://lmorchestraregistration.wordpress.com/> for the Orchestra PowerPoint or visit <https://lmorchestraregistration.wordpress.com/>

Once you have viewed the presentations, we are asking students interested in Band AND/OR Orchestra (yes, students can participate in both Band and Orchestra – and Chorus too!) to visit our **Band and Orchestra Google Form** to provide information about Group and instrument preferences. We ask that you visit and fill out the Google Form by June 1st.

Click [HERE](#) to access the Google Form and provide all applicable information.

At this time, we are unsure if students will be able to participate in the Summer Beginner Programs, but we are hopeful to introduce students to their instrument before the school year begins. If the district does not allow for the summer program to take place, the band and orchestra directors will provide families with information about our plan to start in the fall. Further details about how to select your student's Band or Orchestra instrument will be sent to families who have signed up using the Google Form Sign-Up Link. We appreciate your patience as we work through this together!

Musically,

Amy Sams
Boulder Peak Band
[email Amy](#)

Kelly Vieth
Boulder Peak Orchestra
[email Kelly](#)

Kevin Makinster
Hazel Point Band
[email Kevin](#)

Kristine Schamberger
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Hazel Point Band
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