

**Ms. Knecht's 4th Grade Packet for Week
of: 04/27/2020 to 05/01/2020**

Due Date: THIS WEEK: 05/02/2020

**I am a hardworking student... because
one day I am going to be somebody....
Because, "I care about my future and my
families' future!"**

Student's First & Last Name: _____

Student's Signature: _____

Student Number: _____

Parent/Guardian's Signature: _____

Date of Completion: _____

Online Learning Student/Parent Check-Off List for Remote Learning
(and any or all paper/pencil assignments)

For Week of: April 27th through May 1st, 2020 **Due Date:** May 3rd (see email for clarification)
Student Name: (First and Last) _____ **Student Number:** _____

	<u>Date Completed:</u>	<u>Student Signature:</u>	<u>Parent Signature:</u>
<p>Special Note:</p> <p>Important Note: Remember EVERYDAY, you must do 30 minutes of Khan Academy Reading and Math, because that is how we are taking ATTENDANCE.</p> <p>*This week you have a "Cooking and Following Directions task" – Grade yourself in one column, and have your parent/guardian grade you in the second column. (Grading: You get a "plus sign" if you follow the directions perfectly, and clean up your mess when you are done; you get an 'okay' (OK) if you did an okay job, and kind of cleaned up your mess, not perfectly, buy an "OK" job, and you get a 'minus' sign in any areas you did with little or no effort, and if you made a mess. Also, you get a smiley face for 'extra credit' if you made one extra sandwich for someone else in your family)</p>			
<p>Monday: Check mark as completed:</p> <p>____ Complete Kahn Academy: 3 Reading and 3 Math assignments (total 6);</p> <p>____ Complete some Math Pages in your Packet</p> <p>____ Start on your Reading work</p> <p>____ -You pick: watch a couple of Number Rock, or Flocabulary Math videos</p>			

Online Learning Student/Parent Check-Off List for Remote Learning
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<p>Tuesdays: Check mark as completed:</p> <p><input type="checkbox"/> I-Ready Math and Reading Assignments 3 of each, Reading and 3 Math= 6 total)</p> <p><input type="checkbox"/> Do some Math pages in your packet</p> <p><input type="checkbox"/> Science – Do your Science pages</p> <p><input type="checkbox"/> Following "Directions Reading task – get your Sandwich Recipe ingredients together.</p> <p><input type="checkbox"/> -You pick: Watch a Flocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p>			
<p>Wednesday: Check mark as completed:</p> <p><input type="checkbox"/> Complete Kahn Academy: 3 Reading and 3 Math assignments (total 10);</p> <p><input type="checkbox"/> Following "Directions Reading task – make sure you are ready to show your parent/guardian 'how' you are going to follow the directions, check the grading sheet, and model how you are going to make your sandwich or sandwiches tomorrow.</p> <p><input type="checkbox"/> -Complete some Math Pages in your Packet</p> <p><input type="checkbox"/> You pick: watch a couple of Number Rock, or Flocabulary Math videos</p>			
<p>Thursday: Check mark as completed:</p> <p><input type="checkbox"/> I-Ready Math and Reading Assignments 3 of each, Reading and 3 Math= 6 total)</p>			

Online Learning Student/Parent Check-Off List for Remote Learning
(and any or all paper/pencil assignments)

For Week of: April 27th through May 1st, 2020 **Due Date:** May 3rd (see email for clarification)

Student Name: (First and Last) _____ **Student Number:** _____

<p><input type="checkbox"/> Do some Reading assignments in your packet.</p> <p><input type="checkbox"/> Following "Directions Reading task – Make your sandwich or sandwiches, following the directions and laying out the recipe instructions and grading sheet. Have your parent/ guardian grade you and make sure you put your recipe directions out, and line up your ingredients in order</p> <p><input type="checkbox"/> Complete some Math worksheets in your Packet</p> <p>-You pick: Watch a Flocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p>			
<p>Friday: Check mark as completed:</p> <p><input type="checkbox"/> I-Ready Math and Reading Assignments (3 of each, Reading and 3 Math= 6 total)</p> <p><input type="checkbox"/> Complete more Math pages in your packet.</p> <p><input type="checkbox"/> Finish your Science Method's worksheet</p> <p>-You pick: Watch a Flocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p>			
<p>Saturday: (Optional) Read 2 chapters of a chapter book, and discuss the main idea, and the main two character's character traits with a friend/guardian/parent</p>			

Name

Skill

Make Apple Pie Roll Ups.

Objective

Make Apple Pie Roll Ups independently.

Staff

Advanced Legend

- FH Full Hand over Hand Prompt
- FVG Full Verbal & Gesture Prompt
- FV Full Verbal Prompt
- FG Full Gesture Prompt

- PH Partial Hand over Hand Prompt
- PV Partial Verbal Prompt
- PG Partial Gesture Prompt

Basic Legend

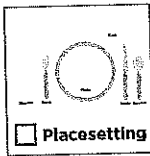
- ✓ Independently Completed
- Needs Assistance

Step	Behaviour	Date:								
1	Place bread on plate.									
2	Scoop apple jam with knife.									
3	Spread jam with knife.									
4	Until all spread.									
5	Sprinkle 1/4 teaspoon cinnamon on bread.									
6	Until all sprinkled.									
7	Roll bread.									
8	Until all rolled.									
9	With knife, cut into 6 slices.									
10	Eat and enjoy!									
SUM of Independent Responses										
% of Independence										

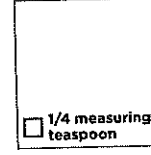
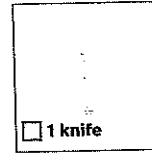
Apple Pie Roll Ups



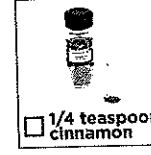
STEPS



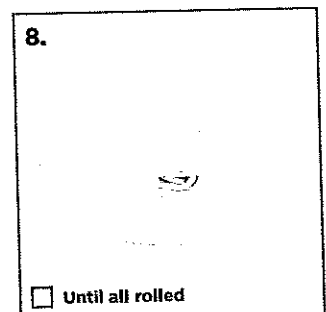
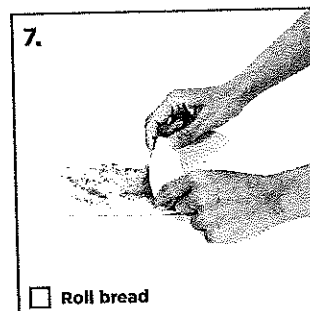
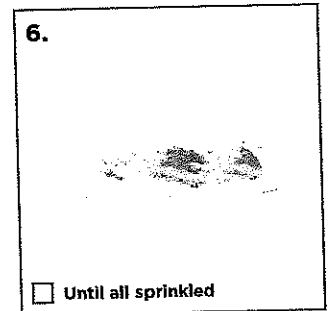
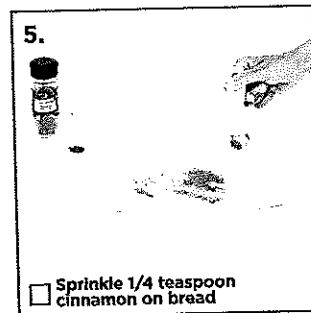
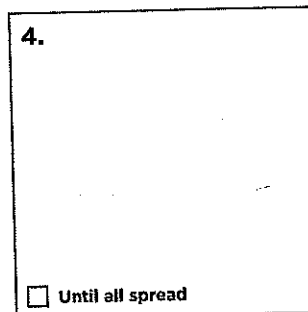
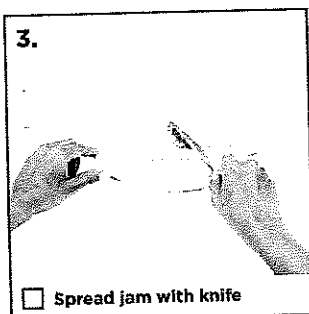
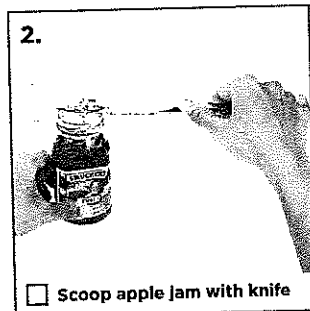
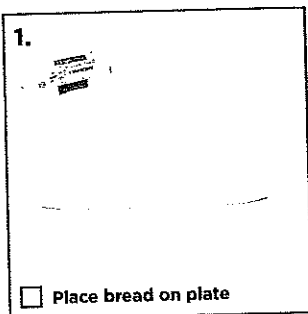
What I Use:



What I Need:





Cooking:



Name: _____ Date: _____

Tools:


Pencil 


Eraser 

Steps:


Read the question.

Circle the answer.




9. 

With knife cut 6 slices

10. 


Eat and enjoy!





Well done!

Apple Pie Roll Ups







 1. The recipe was


 easy

 hard


2. Did you taste the recipe?


  


 yes

 no



4. The recipe is





 healthy


 unhealthy

3. How did it taste?



 

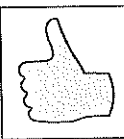
 good


 bad

 yucky

5. Will you make it again?

 yes

 no

Penny's Problem

Penny knew she only had 15 minutes left to finish her assignment before recess time. The only problem was she could not stop listening to her friends at her table talk about what they did last weekend. Sarah had a sleepover at Cierra's house, and Molly went to the fair with Tessa. Of course that meant Penny had to tell them all about her cookie making party with Olivia. Oh, why was it so hard to just finish her class work?

25. What conclusion can you draw about Penny?

- a.) She isn't very friendly.
- b.) Her best friend is Olivia.
- c.) She has trouble concentrating when her friends are talking at her table.

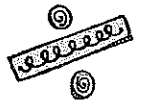
Lights, Microphone, Action!

The audience was quiet, and the lights were lit up on stage. Ryan knew this was his moment to shine. He picked up the microphone and cleared his throat. "I can do this," he thought to himself, hoping his voice wouldn't sound quivery. The piano notes began and from the bravest part of his heart, he began to sing.

26. What conclusion can you draw about Ryan?

- a.) He is not afraid of anything.
- b.) He is nervous to sing in front of an audience.
- c.) His favorite thing to do is sing.

Name _____



Twos

$$2 \overline{)10} \quad 2 \overline{)14} \quad 2 \overline{)6} \quad 2 \overline{)16} \quad 2 \overline{)4} \quad 2 \overline{)2} \quad 2 \overline{)14} \quad 2 \overline{)8} \quad 2 \overline{)12} \quad 2 \overline{)18}$$

$$2 \overline{)16} \quad 2 \overline{)4} \quad 2 \overline{)12} \quad 2 \overline{)6} \quad 2 \overline{)2} \quad 2 \overline{)4} \quad 2 \overline{)18} \quad 2 \overline{)10} \quad 2 \overline{)16} \quad 2 \overline{)6}$$

$$2 \overline{)8} \quad 2 \overline{)4} \quad 2 \overline{)6} \quad 2 \overline{)14} \quad 2 \overline{)18} \quad 2 \overline{)4} \quad 2 \overline{)10} \quad 2 \overline{)16} \quad 2 \overline{)12} \quad 2 \overline{)8}$$

$$2 \overline{)4} \quad 2 \overline{)2} \quad 2 \overline{)6} \quad 2 \overline{)4} \quad 2 \overline{)14} \quad 2 \overline{)12} \quad 2 \overline{)10} \quad 2 \overline{)18} \quad 2 \overline{)2} \quad 2 \overline{)16}$$

$$2 \overline{)6} \quad 2 \overline{)12} \quad 2 \overline{)16} \quad 2 \overline{)8} \quad 2 \overline{)6} \quad 2 \overline{)14} \quad 2 \overline{)18} \quad 2 \overline{)2} \quad 2 \overline{)10} \quad 2 \overline{)12}$$

$$2 \overline{)4} \quad 2 \overline{)6} \quad 2 \overline{)18} \quad 2 \overline{)14} \quad 2 \overline{)8} \quad 2 \overline{)10} \quad 2 \overline{)2} \quad 2 \overline{)12} \quad 2 \overline{)4} \quad 2 \overline{)6}$$

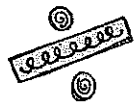
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Name _____



Threes

$$3 \overline{)27} \quad 3 \overline{)3} \quad 3 \overline{)12} \quad 3 \overline{)24} \quad 3 \overline{)15} \quad 3 \overline{)3} \quad 3 \overline{)21} \quad 3 \overline{)9} \quad 3 \overline{)6} \quad 3 \overline{)18}$$

$$3 \overline{)12} \quad 3 \overline{)24} \quad 3 \overline{)18} \quad 3 \overline{)27} \quad 3 \overline{)3} \quad 3 \overline{)6} \quad 3 \overline{)21} \quad 3 \overline{)3} \quad 3 \overline{)9} \quad 3 \overline{)15}$$

$$3 \overline{)24} \quad 3 \overline{)6} \quad 3 \overline{)21} \quad 3 \overline{)24} \quad 3 \overline{)12} \quad 3 \overline{)9} \quad 3 \overline{)15} \quad 3 \overline{)6} \quad 3 \overline{)3} \quad 3 \overline{)18}$$

$$3 \overline{)15} \quad 3 \overline{)24} \quad 3 \overline{)27} \quad 3 \overline{)6} \quad 3 \overline{)21} \quad 3 \overline{)18} \quad 3 \overline{)12} \quad 3 \overline{)9} \quad 3 \overline{)3} \quad 3 \overline{)24}$$

$$3 \overline{)12} \quad 3 \overline{)3} \quad 3 \overline{)24} \quad 3 \overline{)12} \quad 3 \overline{)9} \quad 3 \overline{)27} \quad 3 \overline{)21} \quad 3 \overline{)3} \quad 3 \overline{)15} \quad 3 \overline{)6}$$

$$3 \overline{)18} \quad 3 \overline{)9} \quad 3 \overline{)21} \quad 3 \overline{)27} \quad 3 \overline{)12} \quad 3 \overline{)15} \quad 3 \overline{)3} \quad 3 \overline{)24} \quad 3 \overline{)6} \quad 3 \overline{)9}$$

$$3 \overline{)24} \quad 3 \overline{)15} \quad 3 \overline{)27} \quad 3 \overline{)12} \quad 3 \overline{)3} \quad 3 \overline{)15} \quad 3 \overline{)9} \quad 3 \overline{)6} \quad 3 \overline{)27} \quad 3 \overline{)12}$$

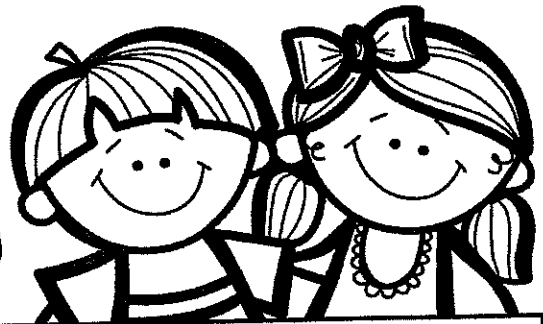
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$$3 \overline{)3} \quad 3 \overline{)9} \quad 3 \overline{)6} \quad 3 \overline{)27} \quad 3 \overline{)15} \quad 3 \overline{)21} \quad 3 \overline{)3} \quad 3 \overline{)12} \quad 3 \overline{)24} \quad 3 \overline{)18}$$

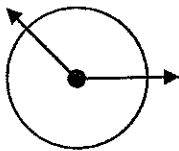
$$3 \overline{)15} \quad 3 \overline{)18} \quad 3 \overline{)9} \quad 3 \overline{)18} \quad 3 \overline{)3} \quad 3 \overline{)24} \quad 3 \overline{)15} \quad 3 \overline{)6} \quad 3 \overline{)12} \quad 3 \overline{)21}$$

Name _____ Date _____

MEASURING Angles

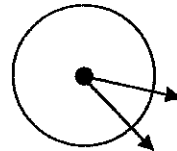


1. Based on the circular angle below. What is the best measurement for the angle?



- a. less than 90°
- b. more than 90°
- c. more than 180°
- d. less than 60°

2. Based on the circular angle below. What is the best measurement for the angle?

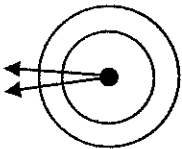


- a. less than 90°
- b. more than 90°
- c. more than 70°
- d. less than 120°

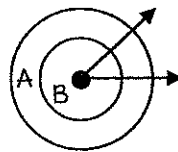
3. Calculate the value of Molly's name if an acute angle is worth 5 points, a right angle is worth 7 points, and an obtuse angle is worth 9 points.

MOLLY

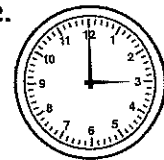
4. If the angle below rotates 25° at each interval, how many times would it need to rotate to cover 180° ?



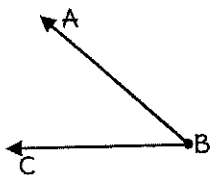
5. If the angle moves 2° each second which circle would it take longer to travel around?



6. The clock shows an angle made by the hour and minute hands. Describe the best measurement for the angle.



7. Which choice best represents angle $\angle ABC$?



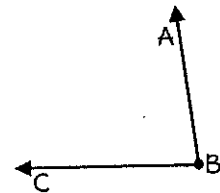
- a. 90°
- b. 130°
- c. 45°
- d. 110°

8. Which choice best represents angle $\angle LMN$?



- a. 20°
- b. 160°
- c. 65°
- d. 120°

9. Which choice best represents angle $\angle LMN$?



- a. 45°
- b. 105°
- c. 90°
- d. 85°

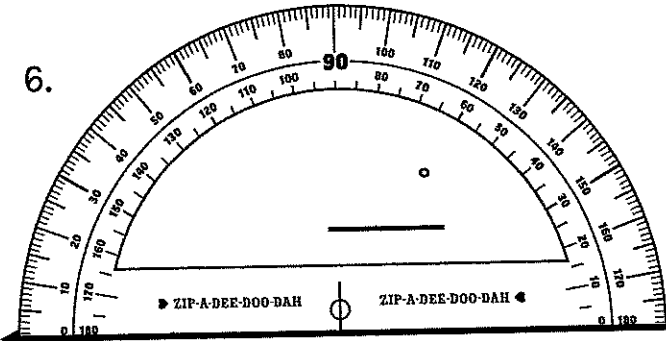
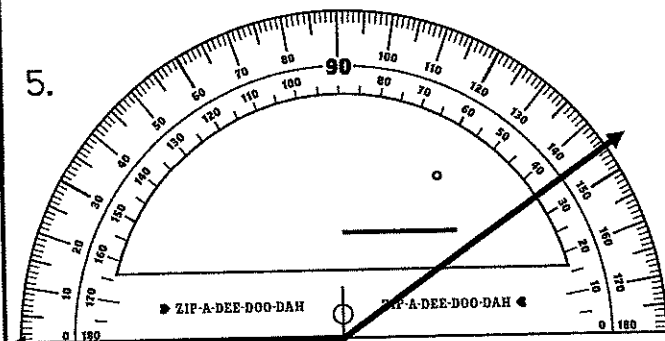
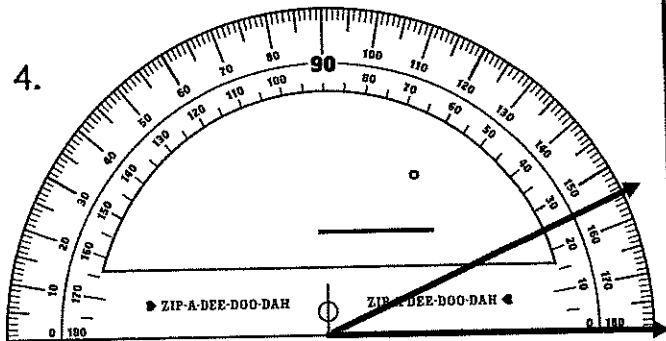
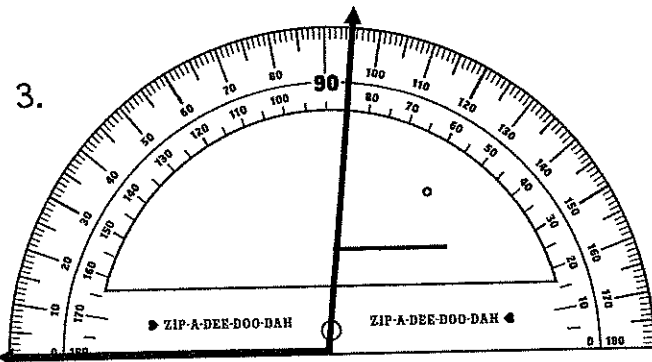
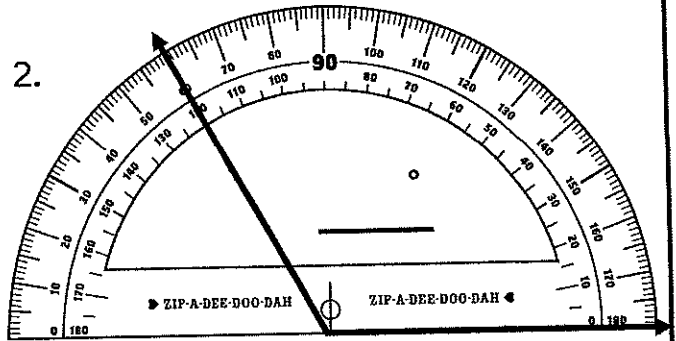
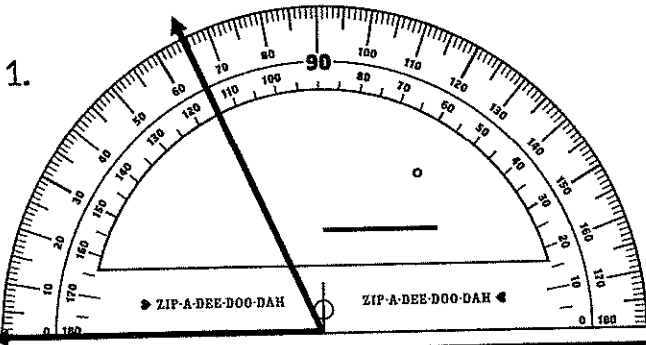
Name _____ Date _____

USING



A Protractor

Use the protractors to measure the angles.

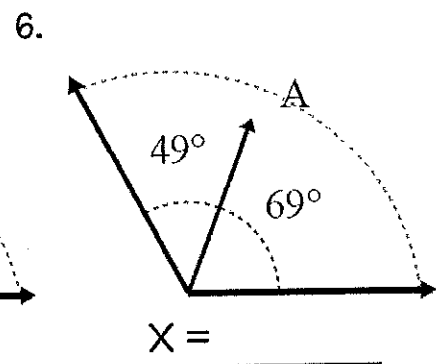
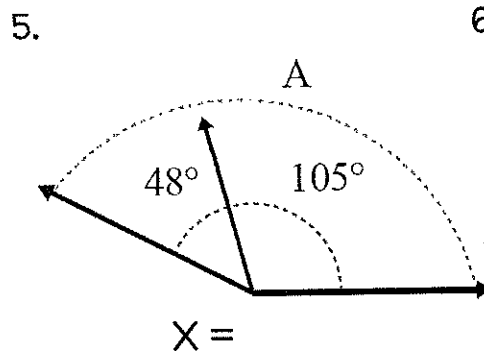
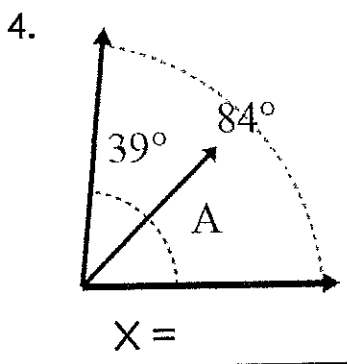
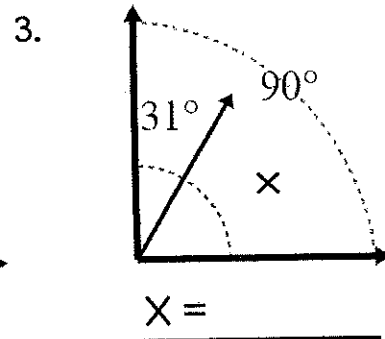
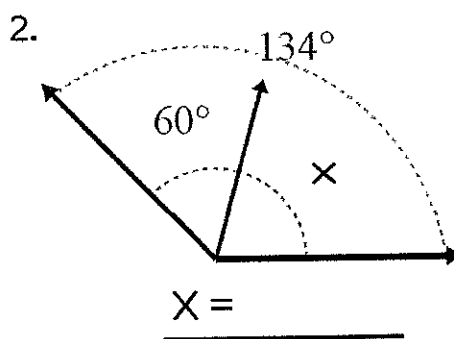
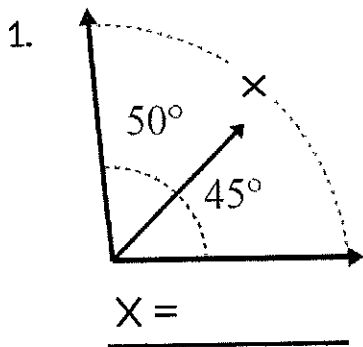


Name _____ Date _____

Missing Measurements



Determine the missing measurement in the angles below.



7. Greg's ceiling fan rotates 30° and then stops. How many more times does it need to rotate to make a full rotation?

8. Mr. Norris has a water sprinkler that covers 120° of his yard. How many times will he need to move the sprinkler in order to cover the full 360° of his yard?

9. I turned the dial on my stove 45° from the start position. If I continue to turn the dial, how many degrees further will I need to rotate it to return to the start position?

The Traits of Living Things

The Earth is made up of living and nonliving things. A living thing is alive and can carry out life processes. All of the things that your body does are life processes. Living things use energy to perform life processes. Energy is the ability to cause change.

Not every thing is alive. Nonliving things can not carry out life processes, but what are life processes? There are 5 things that all living things do. We call these the traits of living things.

All living things are made of cells. Cells are the tiniest parts of living things. Some living things are made of one cell and some are made of thousands. The bigger the thing is, the more cells it has. Humans are made of millions of cells.

Living things also obtain and use energy. Plants obtain, or get, their energy from the sun through photosynthesis. Plants contain energy. When an animal eats a plant or another animal, they get energy. Plants and animals use this energy to grow, repair their parts, and carry out the other life processes.

Every living thing responds to surroundings. For instance, plants will bend toward the sun. You will pull your hand away from a hot stove when you are burned. Every living thing is constantly responding to its surroundings.

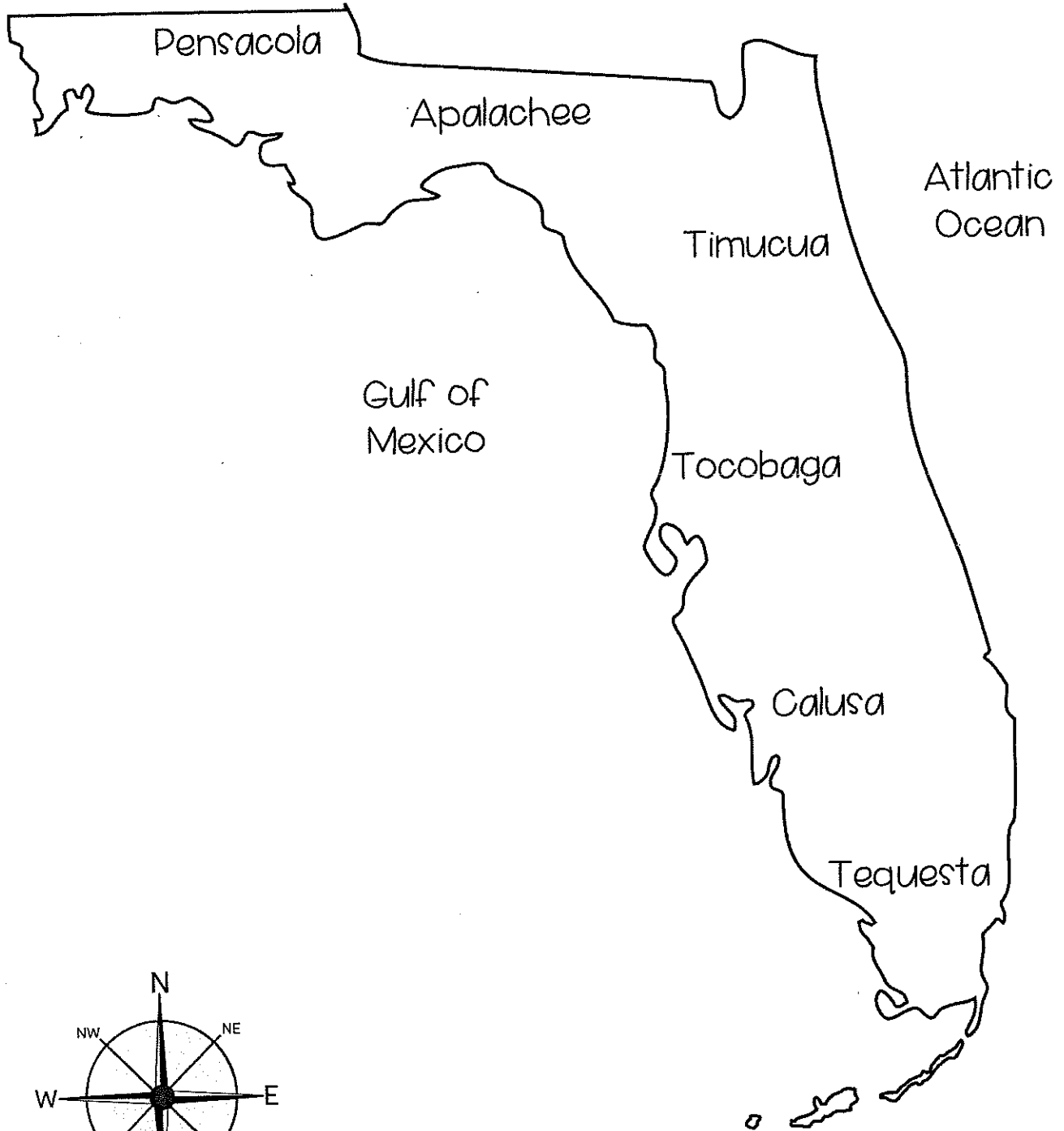
Living things grow and develop, or change. When humans or plants get taller, they are growing. When your body changes, you are developing.

All living things are able to reproduce. This means they can produce offspring, or make young that are like themselves.

All living things have 5 traits. If an object has these five traits, then it is living. If it does not, it is a nonliving thing. Living things are made of cells, respond to their surroundings, obtain and use energy, reproduce, and grow and develop.

Name _____

Native Americans of Florida



Name _____

The Apalachee Tribe

The Apalachee Tribe was a powerful tribe who lived in the present-day city of Tallahassee. They were known by neighboring tribes as being rich and fierce. They hunted deer, bear, and small game. They also fished and gathered, but their main source of food came from their own fertile farms. The men cleared the fields and the women tended to the crops. They were experts at growing corn, pumpkins, beans, and other vegetables.

The Apalachee lived in houses made of palm leaves and tree bark. They made their houses near their farms. Some villages were large with 50 to 100 homes while other villages only had a few families.

The ruler of the tribe lived on the top of a small mound built by villagers. The chief organized their work and assigned their jobs. The people of the village were expected to share their crops with the ruler.

The Apalachee gathered for social and religious rituals. Sometimes they had dances for important events like planting or harvesting. They also played a special ball game in honor of the gods of rain and thunder. They played this to ensure rain for their crops.



The Apalachee played a ball game that was also a religious sport.

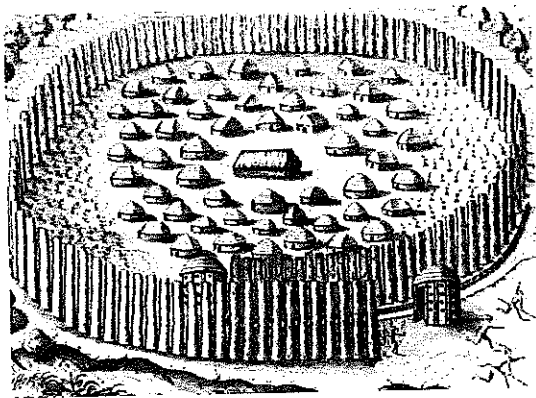
image: pbchistoryonline.com

The Timucua Tribe

The Timucua Tribe was a peaceful tribe that spread over a large part of central and northeast Florida. They were an agricultural group who planted corn, beans, peas, and squash. They also gathered blueberries, grapes, acorns, and certain types of roots. When hunting for meat, the men made spears, arrows, and blowguns. They hunted small game like turtles, rabbits, birds, and fish. They were also known for hunting alligators, bear, and wild turkey. They ate the meat and used the hide for clothing.

The Timucua lived in two types of houses. One type of home, called a long house, was built using poles for the frame and bark for the walls. They used palmetto palm trees for the roof. The other type of home was round and covered with the leaves of a palm tree. The villages had a large central meeting house that was used for important rituals and events. The chief sat in the highest seat in the meeting house.

The shamans, or holy men, were important figures of Timucuan life. The shamans led the people in rituals for hunting, planting, harvesting, and fishing.



A Timucua village, engraving by Theodor de Bry from a drawing by Jacques Le Moyne, c. 1564; first published in 1591



The Timucua preserved their meat by smoking it.
image: Florida State Archives

The Tocobaga Tribe

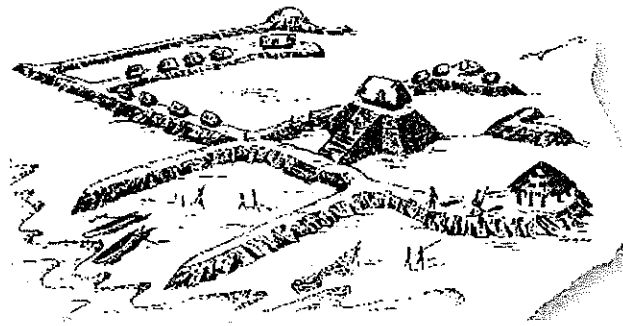
The Tocobaga lived on the west coast of Florida near present-day Tampa Bay. Tocobaga villages were centered around a meeting place. The houses were round and built with wooden poles. The roof was made of palm thatches.

The people of the Tocobaga tribe built mounds within their village. The mounds were made of Earth, shells and stones. The chief's home and the tribe's temple were located on the mound. Each house had a garbage mound outside the kitchen called a midden. The midden was a collection of shells discarded from each meal.

The main source of food for the Tocobaga was shellfish. They also ate manatee, rabbit, deer, and armadillo. To hunt and fish, they made a tool called an atlatl. It looked and functioned like a spear. It was used to kill animals for food and clothing. When hunting, the men often wore deerskin or a deer head to get close enough to the animal to kill it.



"The Morning Hunt" by Theodore Morris



Tocobaga village courtesy of
pbchistoryonline.com

Name _____

The Calusa Tribe

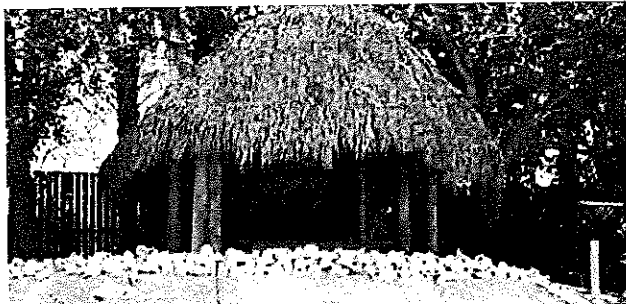
The Calusa Tribe lived in the southwest coast of Florida near present-day Fort Myers. They controlled most of southern Florida. They were known for being fierce, war-like warriors.

They lived on the coast and along waterways. Canals connected many of the villages. Their houses were built on stilts. They used palmetto leaves for the roof but did not attach any walls.

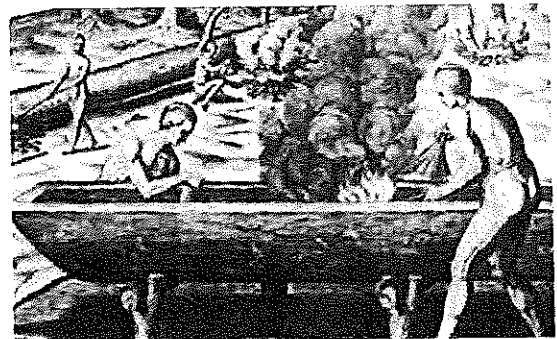
The Calusa were not farmers. They depended on fish and other seafood for nutrition. The men made hooks, nets, traps, and underwater fences to help them fish. The women learned to catch shellfish like conch, crabs, lobsters, and oysters.

The Calusa were shell collectors. They had huge mounds of shells. From these shells, they made utensils, tools, and jewelry.

The Calusa were also expert boat builders and sailors. They used their sailing skills to travel to distant places and trade food, skins, feathers. It is believed they traveled as far away as Cuba.



A replica of a Calusa Indian tiki hut built on a shell mound.
MarcelIslandLiving.com



Creating a Calusa canoe. image: Florida's First People by Robin Brown.

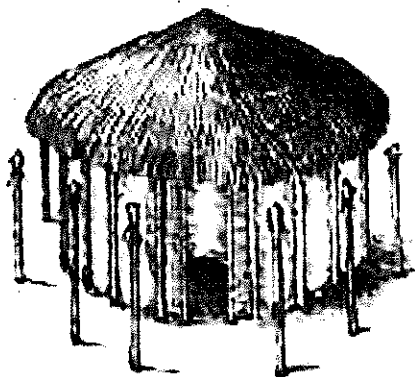
Name _____

The Tequesta Tribe

The Tequesta were a small, peaceful tribe who lived in southern Florida near present-day Miami. They built many villages. The chief lived in the main village at the mouth of the Miami River. Historians believe that the chief of the Tequesta was related to the chief of the Calusa tribe.

The Tequestas were hunters and gatherers. They depended mainly on fish, shellfish, nuts, and berries. At times, the men used canoes to hunt sharks, manatee, and porpoises. Since manatee was considered a delicacy, it was served mostly to the chief and special leaders.

The Tequestas used shark teeth and shells for a variety of tools. They made cups, fishhooks, spearheads, and chisels. They have been known to carve canoes using shark teeth.



Unlike their neighbors, the Calusa, the Tequesta did not build mounds. They built huts.

Meet The Seminoles

Who are the Seminoles?

In the late 1700s and early 1800s, native tribes from Alabama, Georgia, and Florida - the Creeks, Miccosukees, Hitchitis, and Oconeas - joined together for protection from the Americans. Hoping to escape the violence and fighting they were experiencing in their homeland, they moved into Spanish owned Florida. By 1770, these Native American tribes merged together to create a unified Seminole Nation. Seminole means "run away" or "wild people". Through the years, Native Americans from other tribes and slaves who escaped slavery crossed into Florida to join the Seminole Nation.

Where did the Seminoles live?

The Seminoles started in north Florida near Pensacola. As the Americans attacked, they retreated to the Everglades. Some Seminoles were forced to move to Oklahoma like other Native American tribes but many Seminole refused and hid in the swamps of the Everglades.

Life as a Seminole

Most Seminoles created small villages near lakes or rivers. Traditionally, men took care of the hunting and sometimes they would fight to protect the tribe. The women farmed, cooked, and took care of the children. After completing their chores, some Seminole children had wooden toys and palmetto dolls to play with. They also liked to play stickball.

Seminole Homes

The Seminoles lived in small houses called chickees. The chickee homes consisted of large stilts supporting a thatched roof made of palmetto leaves. A few feet above the ground, they built a platform floor. The chickees did not have any walls. When it rained, the Seminoles could use animal skin as tarps but most of the time the walls remained open.



Name _____

Native Americans of Florida



	Where did they live?	What did they eat?	How did they live?	An interesting fact
Apalachee Tribe				
Timucua Tribe				
Calusa Tribe				
Tequesta Tribe				
Tocobaga Tribe				

The Traits of Living Things

1. What is a cell?

2. How is a living thing different from a nonliving thing?

3. List the 5 traits of living things:

4. Think about it: How is it possible that nonliving objects are made from living things?

The Needs of Living Things

Unlike nonliving objects, living objects have needs. Think about your best friend. Now think about a flower. What do they have in common? You might think they don't have anything in common, but they are both organisms, or living things, and they have the same needs. There are five basic needs of all living things: energy, nutrients, air, shelter, and water.

Every move you make requires energy. Growing, developing, and breathing also require energy. Every living thing has to get its energy from somewhere. Plants get their energy from the sun and animals get their energy from plants or other animals. Animals can not make their own energy.

Living things also need nutrients. Nutrients are materials that all living things need for energy and growth. Plants get their nutrients from soil, and animals get their nutrients from food.

Air is another need of living things. Air is a mixture of gases that living things breathe. One gas in the air is oxygen. Most living things need oxygen. Plants make oxygen when they make food. We depend on oxygen from plants to survive.

All living things need shelter, or a place to live. Shelter gives us a home and a place to protect ourselves from enemies or predators. Some animals use plants for shelter, and some build their own shelter.

Water is one of the most important things a living thing needs. Most living things are made mostly of water. Three fourths of your body is made of water! Most living things would die after a few days without water.

Living things can be found all over the Earth, but they have certain needs that must be met. The 5 main needs of living things are energy, nutrients, air, shelter, and water. How do you meet your five main needs?



The Needs of Living Things

1. What are the basic needs of living things?

2. Why do living things need shelter?

3. What do you use to obtain energy?

4. Think about it: What do you think would happen if an organism's five basic needs were not met?
