

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

For Week of: April 6th through April 10thth, 2020 Due Date: April 13th (see email for clarification)
Student Name: (First and Last) _____ Student Number: _____

Ms. Knecht's 4th Grade Packet for Week of: 04/6/2020 to 04/10/2020

Due Date: THIS WEEK: 04/10/2020, FRI.

Every Friday Eve of the end of the packet week by 4:00 or 6:00 p.m. (Whether, either at school that evening, or scanned to my email, same time compliance.)

I am a hardworking student... because one day I am going to be somebody.... Because, "I care!"

Student's First & Last Name: _____
Student's Signature: _____
Student Number: _____
Parent/Guardian's Signature: _____
Date of Completion: _____

	Date Completed:	Student Signature:	Parent Signature:
<p>Special Note: This week you have a history open book test, a project (brochure) and passages to read in regards to Florida History (3) grades on this: Reading Comp., test, and brochure (project)</p>			
<p>Monday: Check mark as completed: ____ Complete Kahn Academy: 3 Reading and 3 Math assignments (total 6); ____ Complete 2 Math Pages in your Measurement Packet ____ Start reading "Florida History packet, underline key ideas, important information, and put a star by symbols, flags, and the state of Florida (This packet includes: 1) Fla. History Fact Packet – read and take notes; 2) a Brochure (project grade); and 3) an open book test [This packet is to work on all week for a grade in Reading Comprehension, an Open Book test grade, and a project grade (brochure)]</p> <p>____ You pick: watch a couple of Number Rock, or Vocabulary Math videos</p>			

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<p>Tuesday: Check mark as completed: ____ I-Ready Math and Reading Assignments 3 of each, Reading and 3 Math= 6 total) ____ Continue working on the Florida History booklet, project, open book test (You can Google anything you need help with for answers on the Open Book Test) ____ 2 Math worksheets in your Measurement Packet ____ You pick: Watch a Vocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p>							
<p>Wednesday: Check mark as completed: ____ Complete Kahn Academy: 3 Reading and 3 Math assignments (total 10); ____ Continue working on the Florida History booklet, project, open book test (You can Google anything you need help with for answers on the Open Book Test) ____ Complete 2 Math Pages in your Measurement Packet</p>							

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

<p>____ You pick: watch a couple of Number Rock, or Vocabulary Math videos Thursday: Check mark as completed: ____ I-Ready Math and Reading Assignments 3 of each, Reading and 3 Math= 6 total) ____ Continue working on the Florida History booklet, project, open book test (You can Google anything you need help with for answers on the Open Book Test) ____ Complete Science worksheet and questions ____ 2 Math worksheets in your Measurement Packet ____ You pick: Watch a Vocabulary Reading and/or Science Video, or any assigned videos you like that involve Reading</p>							
<p>Friday: Check mark as completed: ____ I-Ready Math and Reading Assignments (3 of each, Reading and 3 Math= 6 total) Complete 2 more pages in the Measurement booklet</p>							

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<p>____ Finish working on the Florida History booklet project, open book test (You can google anything you need help with for answers on the Open Book Test)</p>		
<p>____ Complete the rest of the pages in your Measurement Packet _____ YouTide; Watch a Vocabulary 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>		

MCH

Math - Please print all answers for
 Math packet notebook





Name: _____ Date: _____

Rising 4th Grade Summer Math Recording Sheet






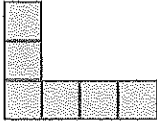
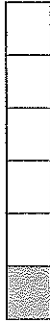



Please record your answers below. Use A, B, C, or D

1.	14.	27.	40.
2.	15.	28.	41.
3.	16.	29.	42.
4.	17.	30.	43.
5.	18.	31.	44.
6.	19.	32.	45.
7.	20.	33.	46.
8.	21.	34.	47.
9.	22.	35.	48.
10.	23.	36.	You are done!
11.	24.	37.	
12.	25.	38.	
13.	26.	39.	

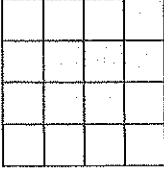
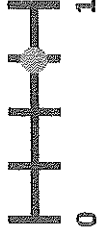
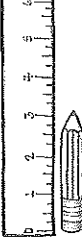
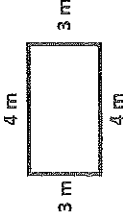
Summer Math - Rising 4th Grade WEEK 1

1. Which number sentence is true? A. $3 \times 3 = 8$ B. $2 \times 5 = 10$ C. $4 \times 2 = 6$ D. $5 \times 5 = 20$	4. 591 <u>- 65</u>
2. What is 39 rounded to the nearest tens? A. 10 B. 20 C. 30 D. 40	5. Jake needs 10 cars and he already has 4. How many more cars does he need? A. 6 B. 4 C. 2 D. 10
3. Which shape shows $\frac{1}{4}$? A.  B.  C.  D. 	6. Which expression describes the model? A. 2×1 B. 3×1 C. 2×3 D. 6×1

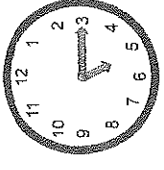
Summer Math - Rising 4th Grade WEEK 2

<p>7. Mario walked 2 miles with his friends. Which fraction model represents 1 mile?</p> <p>A </p> <p>B </p> <p>C </p> <p>D </p> <p style="text-align: right;">3.NF.A.1</p>	<p>10. The model has 4 dots divided into 2 equal groups. There are how many dots in each group?</p> <p>A. 4</p> <p>B. 3</p> <p>C. 1</p> <p>D. 2</p> <p style="text-align: right;">3.OA.A.2</p>
<p>8. What time does the digital clock show?</p> <p></p> <p>A. Six ten</p> <p>B. Six fifteen</p> <p>C. Six forty</p> <p>D. Six forty-five</p> <p style="text-align: right;">3.MD.A.1</p>	<p>11. This shape is made of unit squares. What is the area of the shape?</p> <p></p> <p>A. 7 unit squares</p> <p>B. 6 unit squares</p> <p>C. 5 unit squares</p> <p>D. 4 unit squares</p> <p style="text-align: right;">3.MD.C.5.a</p>
<p>9. Which is the better estimate for the weight of an apple?</p> <p>A. 3 grams</p> <p>B. 3 kilograms</p> <p>C. 30 grams</p> <p>D. 30 kilograms</p> <p style="text-align: right;">3.MD.A.2</p>	<p>12. What fraction is the greatest?</p> <p>A. $\frac{1}{6}$ </p> <p>B. $\frac{1}{4}$ </p> <p>C. $\frac{1}{2}$ </p> <p>D. $\frac{1}{8}$ </p> <p style="text-align: right;">3.NF.A.3.d</p>

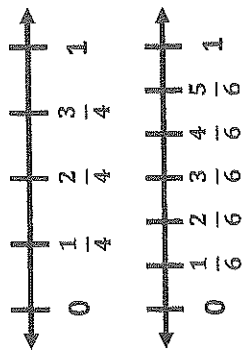
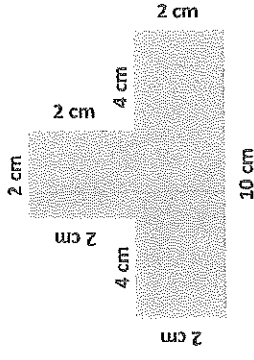
Summer Math - Rising 4th Grade WEEK 3

<p>13. What is the area of the blue shape? Each square has an area of 1 square foot.</p> <p></p> <p>A. 8 square feet</p> <p>B. 9 square feet</p> <p>C. 16 square feet</p> <p>D. 7 square feet</p> <p style="text-align: right;">3.MD.C.6</p>	<p>16. What fraction is shown on the number line below?</p> <p>A. $\frac{1}{4}$ </p> <p>B. $\frac{1}{2}$</p> <p>C. $\frac{3}{4}$</p> <p>D. $\frac{3}{1}$</p> <p style="text-align: right;">3.NF.A.2a</p>								
<p>14. The restaurant made 5 pizzas. Each pizza had 3 toppings. How many total toppings did they use?</p> <p>A. 15</p> <p>B. 8</p> <p>C. 2</p> <p>D. 12</p> <p style="text-align: right;">3.OA.A.3</p>	<p>17. Use the ruler to measure the pencil below.</p> <p></p> <p>A. 1 inch</p> <p>B. 2 inches</p> <p>C. 3 inches</p> <p>D. 4 inches</p> <p style="text-align: right;">3.MD.B.4</p>								
<p>15. What is the perimeter of the rectangle?</p> <p></p> <p>A. 8 m</p> <p>B. 10 m</p> <p>C. 12 m</p> <p>D. 14 m</p> <p style="text-align: right;">3.MD.D.8</p>	<p>18. What is the rule for this input/output table?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> </tr> </tbody> </table> <p>A. $\times 4$</p> <p>B. $\times 2$</p> <p>C. $\times 8$</p> <p>D. $\times 12$</p> <p style="text-align: right;">3.OA.D.9</p>	Input	Output	1	4	2	8	3	12
Input	Output								
1	4								
2	8								
3	12								

Summer Math - Rising 4th Grade WEEK 4

<p>19. $10 \times 7 =$ _____</p> <p>A. 17 B. 70 C. 3 D. 700</p>	<p>22. Which equation shows the Associative Property?</p> <p>A. $(3 \times 1) \times 4 = 3 \times (1 \times 4)$ B. $5 \times 2 = 2 \times 5$ C. $4 \times 3 = 4 + 4 + 4$ D. $6 \times 1 = 6$</p>
<p>20. 5 groups of _____ equals 15.</p> <p>A. 5 B. 10 C. 3 D. 1</p>	<p>23. What is 865 rounded to the nearest hundred?</p> <p>A. 800 B. 900 C. 860 D. 870</p>
<p>21. Which fraction is smallest?</p> <p>A. $\frac{1}{8}$ B. $\frac{2}{8}$ C. $\frac{5}{8}$ D. $\frac{7}{8}$</p>	<p>24. What time does the clock show?</p>  <p>A. Five forty-five B. Five thirty C. Five o'clock D. Five fifteen</p>

Summer Math - Rising 4th Grade WEEK 5


<p>25. Use the Commutative Property of Multiplication to find the missing number.</p> <p>$8 \times 7 = 7 \times$ _____</p> <p>A. 56 B. 42 C. 8 D. 7</p>	<p>27. Use the number lines below to find equivalent fractions.</p> 
<p>26. What is the perimeter of this shape?</p>  <p>A. 28 cm B. 26 cm C. 24 cm D. 22 cm</p>	<p>A. $\frac{2}{4}$ is equivalent to $\frac{1}{6}$ B. $\frac{2}{4}$ is equivalent to $\frac{2}{6}$ C. $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ D. $\frac{2}{4}$ is equivalent to $\frac{5}{6}$</p>
<p>28.</p> <p style="text-align: center;">348 + 294 <hr/></p> <p>A. 532 B. 632 C. 644 D. 642</p>	<p>3.NF.3.A</p> <p>3.NBT.A.2</p>

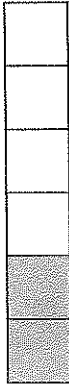
Summer Math - Rising 4th Grade WEEK 6

29.
$$\begin{array}{r} 795 \\ + 21 \\ \hline \end{array}$$

A. 722
B. 712
C. 822
D. 812

30. Use the models below to complete the equivalent fractions.





$$\frac{1}{3} = \frac{\quad}{6}$$

A. 1
B. 2
C. 3
D. 6

31. $42 \div \underline{\quad} = 6$

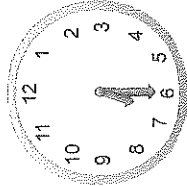
A. 36
B. 6
C. 8
D. 7

32. Fill in the blank of these multiplication and division sentences.

$4 \times 2 = 8$
 $8 \div 2 = \underline{\quad}$

A. 2
B. 8
C. 4
D. 6

33. What time does the clock show?



A. 6:30
B. 5:50
C. 7:30
D. 6:15

34.
$$\begin{array}{r} 318 \\ + 105 \\ \hline \end{array}$$


A. 413
B. 423
C. 213
D. 223

35. What is the rule for this input/output table?

Input	Output
10	2
15	3
20	4

A. $\div 2$
B. $\div 3$
C. $\div 4$
D. $\div 5$

36. What is the area of the rectangle?

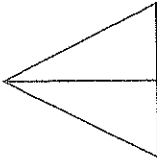



A. 2 square inches
B. 4 square inches
C. 6 square inches
D. 8 square inches

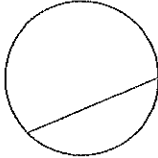
37. What fraction is equivalent to $\frac{3}{9}$?

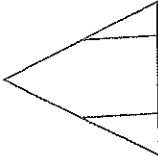
A. $\frac{1}{3}$
B. $\frac{2}{3}$
C. $\frac{2}{9}$
D. $\frac{1}{9}$

38. Which of the 4 pictures below shows equal parts?

 A

 B

 C

 D

Summer Math - Rising 4th Grade WEEK 7

34.
$$\begin{array}{r} 318 \\ + 105 \\ \hline \end{array}$$


A. 413
B. 423
C. 213
D. 223

35. What is the rule for this input/output table?

Input	Output
10	2
15	3
20	4

A. $\div 2$
B. $\div 3$
C. $\div 4$
D. $\div 5$

36. What is the area of the rectangle?

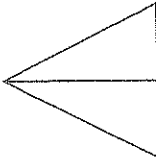



A. 2 square inches
B. 4 square inches
C. 6 square inches
D. 8 square inches

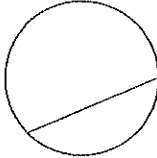
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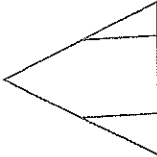
A. $\frac{1}{3}$
B. $\frac{2}{3}$
C. $\frac{2}{9}$
D. $\frac{1}{9}$

38. Which of the 4 pictures below shows equal parts?

 A

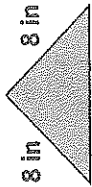
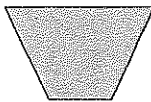
 B

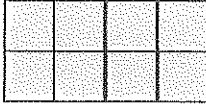
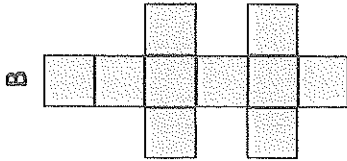
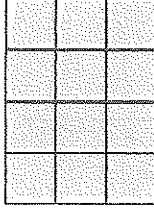
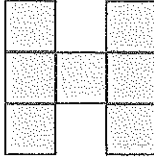
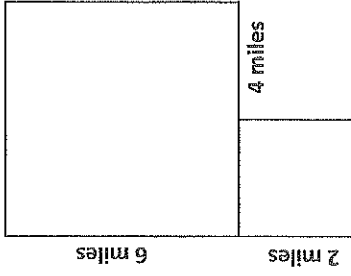
 C

 D

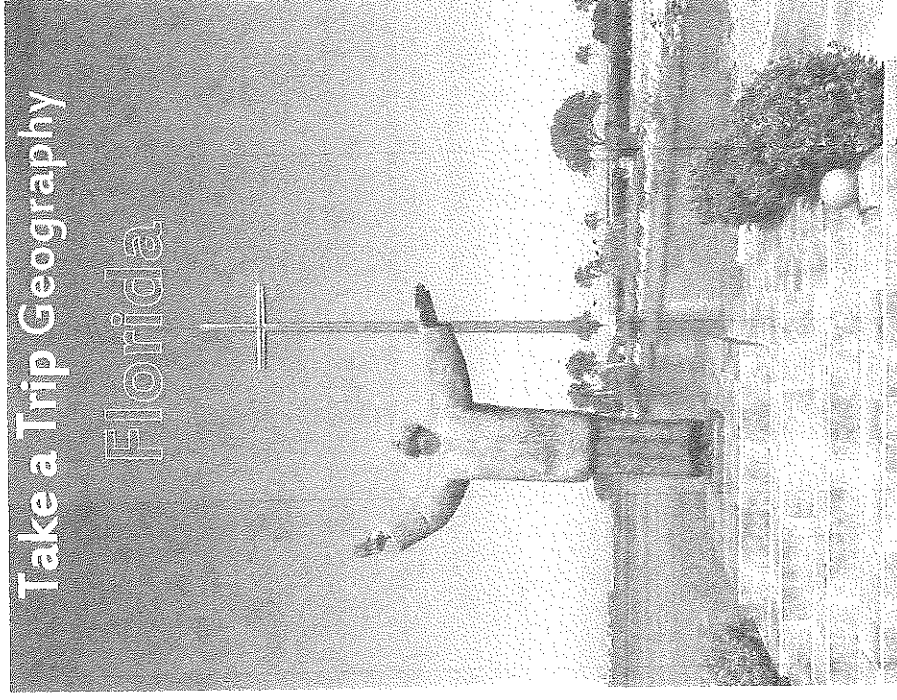
Summer Math - Rising 4th Grade WEEK 8

Summer Math - Rising 4th Grade WEEK 9

<p>39. The perimeter of the triangle is 30 inches. What is the length of the missing side?</p>  <p>A. 4 inches B. 14 inches C. 24 inches D. 34 inches</p> <p style="text-align: right;">3.MD.D.8</p>	<p>42. The sports store has 342 basketballs, 83 baseballs, and 212 soccer balls. How many total sports balls do they have?</p> <p>A. 637 B. 635 C. 537 D. 535</p> <p style="text-align: right;">3.NBT.A.2</p>
<p>40. $\begin{array}{r} 548 \\ - \quad 203 \\ \hline \end{array}$</p> <p>A. 335 B. 235 C. 345 D. 245</p> <p style="text-align: right;">3.OA.D.8</p>	<p>43. If your desk is 2 meters wide and 2 meters long, what is the area of your desk?</p> <p>A. 1 square meter B. 2 square meters C. 6 square meters D. 4 square meters</p> <p style="text-align: right;">3.MD.C.7.b</p>
<p>41. How many pairs of opposite sides are parallel?</p>  <p>A. No Pairs B. 4 pairs C. 2 pairs D. 1 pair</p> <p style="text-align: right;">3.G.A.1</p>	<p>44. What missing number makes these fractions equal?</p> $\frac{1}{5} = \frac{2}{\quad}$ <p>A. 5 B. 10 C. 2 D. 7</p> <p style="text-align: right;">3.NF.A.3.b</p>

<p>45. What missing number will complete the equivalent fractions below?</p> $1 = \frac{2}{2} = \frac{3}{3} = \frac{4}{\quad}$ <p>A. 1 B. 2 C. 3 D. 4</p> <p style="text-align: right;">3.NF.A.3.c</p>	<p>47. Which shape has an area of 10 square units?</p>     <p style="text-align: right;">3.MD.C.5.a</p>
<p>46. What is the area of this figure?</p>  <p>A. 36 square miles B. 40 square miles C. 42 square miles D. 48 square miles</p> <p style="text-align: right;">3.MD.C.7.d</p>	<p>48. Which is the best estimate for a bottle of juice?</p> <p>A. 2 liters B. 20 liters C. 200 liters D. 2000 liters</p> <p style="text-align: right;">3.MD.A.2</p>

Reading
&
Social Studies
&
Project Grade
(Brochure)



Check out page 2 for assignments

Take a Trip Geography: Florida

Welcome to Florida Geography!

We recommend two resources to use with this unit:

- 1) National Geographic Kids' United States Atlas
- 2) Dover United States Coloring Book

While these are recommended, they're not strictly required. You will need a state map—one for each student. Many state maps are available on the internet. Each student will also need something to serve as a geography notebook, with space for both drawing and writing.

This unit is written in a relaxed, conversational tone, and brings out many interesting, memorable facts. It can be read aloud by the parent or teacher, who will show the pictures, engage the students in conversation, listen to their stories, examine the maps with them, and answer their questions. Or an older student can do the unit by him/herself.

Some assignments ask students to summarize in their own words what they have learned. This can be done orally, in writing or by drawing.

Some map work is included. This involves drawing or tracing maps, labeling major cities, lakes, rivers, etc. Younger children may require help with drawing and labeling.

The unit consist of 5 short lessons. The Florida unit includes:

- Lesson 1: Introduction to the state (interesting background and the "basic facts")
- Lessons 2 and 3: Geographical Features (rivers, lakes, swamps, beaches, etc.)
- Lesson 4: Florida History and People
- Lesson 5: Interesting Sites

Included with lesson 5 is a short list of additional assignments that are ~~optional~~ mandatory 😊 but will help to review and extend the information learned.

Lesson 6: Make your map of Florida - label as started
Lesson 7: Complete the brochure - scan it back completed
We hope you enjoy this unit! Just like it is. Don't make a completed folded brochure.

Lesson 6: Take the test on page 25+26.
2 of 26

Unit 1: Florida

Lesson 1: Getting to Know Florida: Basic Facts

Materials: 1) map of Florida 2) a notebook

Welcome to Florida!—rich in history and tradition, basking in the sunshine, resting on beautiful waters, destination of fun-seekers from all over the world— lovely, lush Florida. Let's spend some time learning about this state.

Examine your Florida Map

Spend a few minutes looking at your Florida map. What do you notice?

If you live in Florida, can you find your hometown? If not, have you ever visited? Where did you go?



Do you know anyone who lives in Florida? What town?

Locate any of the places you are familiar with on the map.

Can you guess what the word "Florida" means? Here's a hint: "flor" means flower in Spanish.

"Florida" means "the land of flowers". It was named by the explorer Juan Ponce de Leon. Ponce de Leon was born in Spain but longed for adventure in the New World. He joined Christopher Columbus on

his second voyage. They landed in Hispaniola (the island containing the two countries of the Dominican Republic and Haiti). Ponce de Leon eventually became the governor of Hispaniola. King Ferdinand of Spain asked him to explore the undiscovered lands to the north and he agreed. He landed in Florida on April 3rd, 1513, and named the land "Pascua Florida", or Feast of Flowers, either referring to Easter, because they were in that season at the time; or because it was a land of flowers, or, most likely, for both of those reasons!

Florida's Nickname is "The Sunshine State".

Can you guess why Florida is called the Sunshine State?

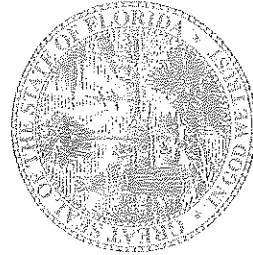
It gets lots of sunshine and warm, summery weather! Most of Florida has a subtropical climate, with hot, humid summers, and mild winters. Both the Southern tip of Florida and the Florida Keys (those little islands off the southern tip) have a true tropical climate, where temperatures usually stay at or above 64 degrees year-round.



The State Motto is "In God We Trust".

Florida did not have an official motto until 2006, when it finally adopted the inscription "In God We Trust," which was already written on its state seal!

Examine the state seal. What can you see on it?

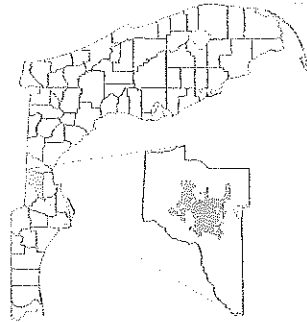


The seal, was created in 1868, and was designed to show a view of the sun's rays over a the land in the distance, a sabal palm tree, a steamboat on water, and a Seminole Indian woman scattering flowers, encircled by the words, "Great Seal of the State of Florida: In God We Trust".

Do you know of a country that has the same motto?

It's the motto of the United States. Abraham Lincoln decided to have it printed on our currency during the Civil War, and it was finally adopted as our official motto in 1956.

Florida's Capital is Tallahassee.



The Spanish discovered Florida in 1513 and governed it for a long time. It became an American territory 1821. At that time, it had 2 different capitals, St. Augustine and Pensacola. The government chose to locate the new capital somewhere between these two. The name of the capital, "Tallahassee," came from a Creek Indian word meaning "old town".

Find St. Augustine, in the northeast, and Pensacola, in the northwest, on your Florida map. Then look somewhere in the middle of the two to find the capital. The capital is usually marked on a map with a star.

The State Bird is the Mockingbird.

The mockingbird is a popular little fellow. He is the state bird of Florida, Arkansas, Mississippi, Tennessee, and Texas! He really does mock other birds, repeating their songs 3-6 times, and



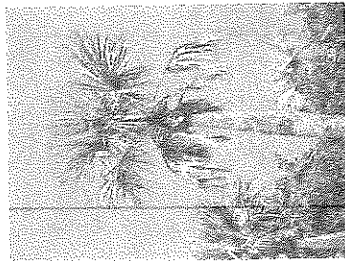
he can imitate 20 or more different birds in ten minutes. He can even imitate other animals. The mockingbird is light gray on the underside, medium gray on the top, and has darker gray wings. Both his wings and tail are marked with white. It's quite pretty to see those white streaks when he's flying.



The State Flower is the Orange Blossom.
 Florida grows a lot of oranges-- more than any other state in the U.S. The sweet scent of orange blossom fills the air around the numerous groves in central and south Florida. Years ago, the orange blossom was thought to bring good luck, and brides all over the county would order orange blossoms from Florida to carry as a bouquet or wear in their hair!

Other than an orange tree, what other kind of tree comes to mind when you think of Florida? Did you say a palm tree? Well, the state tree is a palm tree.

State Tree: Sabal Palm



You might be surprised to know that there was some debate before the Sabal Palm was adopted as the state tree. Florida is also home to many pine trees, which are very important for its lumber industry, and some people wanted the pine to be Florida's state tree. But the palm tree won. The Sabal Palm can grow up to 65 feet and has yellowish white flowers. A part of it is actually eaten as a delicacy called "heart of palm". It can be found growing very close to the ocean, so we know it doesn't mind being exposed to salty air!

State Animal: The Florida Panther

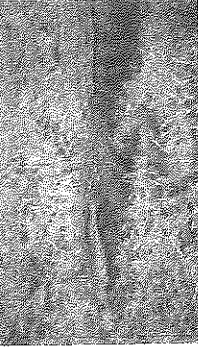
The Florida panther is an endangered species of cougar. There are currently only about 100 of them, and they live in southwestern Florida. This beautiful cat is tan with a pale gray underside and yellowish eyes. The male can weigh up to 160 lbs.; the female up to 99 lbs. They are carnivores, eating only meat.



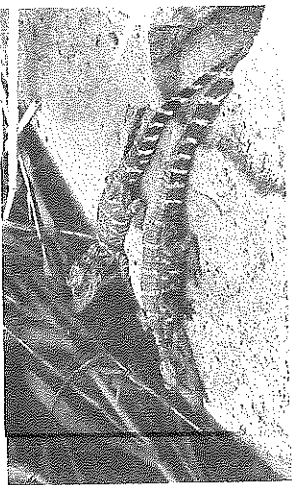
What do you think a panther might find to eat in southwest Florida?

The panther eats mainly white-tailed deer, but it's also been known to hunt wild hogs, rabbits, raccoons, rabbits, and birds. They hunt at night and rest during the heat of the day. And they shy away from humans. Panthers don't roar like other big cats. They are generally quiet, but they do make some noises such as purrs, squeaks, growls, and chirps. A mother panther will have 1-4 kittens, and they will stay with her until they are 2 years old.

American Alligator



We just couldn't leave the topic of Florida's wildlife without talking about "gators"! Alligators live in rivers, lakes, swamps, and marshes all over Florida. Like the panther, they are carnivores, but of course they are reptiles, not mammals. They eat mainly fish, snakes, turtles, birds, frogs and small mammals like rabbits, raccoons, and possums. But they will eat almost anything they can catch, and a hungry gator can be dangerous to humans and pets. Gators can grow up to 15 feet in length and weigh up to 1000 pounds. They also have a long life span, living up to 65 years. Gators lay eggs and their hatchlings are 6-8 inches long, colored black with yellow stripes.



The babies are so cute that you almost forget how fearsome they will be as adults! They stay with their mothers for about 2 years. Mother gators are often seen carrying their babies on their backs.

Now that you've learned a little about Florida, draw and/or write something about the state's bird, flower, tree, and animals in your geography notebook. (If you have the Dover U.S. coloring book you can color the Florida picture in it.)

Unit 1 Florida

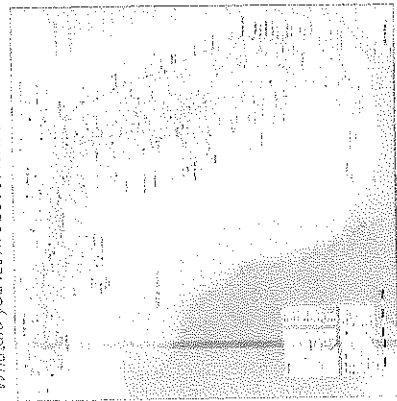
Lesson 2: Geographical Features

Materials: 1) U.S. atlas or a printed map of Florida—one for each student

2) Tracing paper for tracing the map or drawing paper for drawing it

3) Pencils

What did you learn about Florida in the last lesson?



Activity: Draw your Florida map

Look at your Florida map and examine its shape. What do you think it looks like?

On a blank piece of paper, draw or trace Florida's outline. Label it "Florida," and don't forget to draw the Keys—those little islands to the south. Then label the capital, Tallahassee.

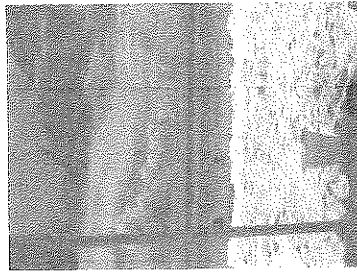
Are there any other places in Florida that you're familiar with? Find them and label them on your map.

Does Florida's shape remind you of a thumb sticking out into the water? Florida is surrounded by water on 3 sides.

Do you know what this kind of land shape is called? It's called a peninsula, which in Latin means "almost an island".

Did you notice the thinner part that stretches westward toward Alabama? This is often called the Panhandle. Can you guess why?

Find the names of the bodies of water that surround Florida and label them on your map.

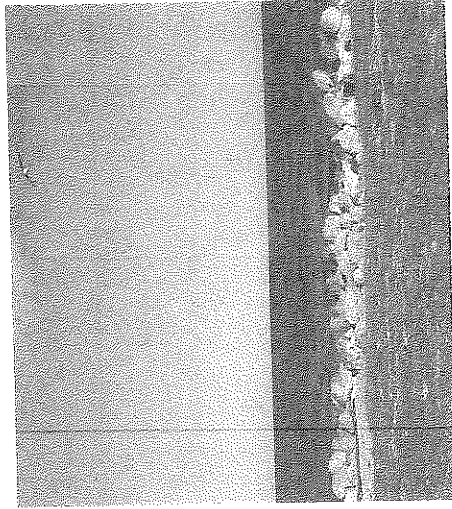


Beaches

Sunshine, palm trees, and beaches! That's what comes to mind to most people when they think of Florida, and for good reason. Florida has around 1200 miles of coastline and 825 of those miles are beautiful beaches. The waters around Florida's beaches are generally warmer than along other coastlines of the United States, and are very popular with tourists. The Atlantic Coast tends to have higher waves and tan colored, coarse sand. The Gulf Coast tends to have smaller waves and fine, white sand.

Which coast would you rather visit?

Find and these popular beaches on your printed Florida map: Daytona Beach, Fort Walton Beach, Clearwater, Fernandina Beach



Big Water

Look at your Florida map and locate Florida's biggest lake. What is it called?

"Okeechobee" meaning "big water," is the name of Florida's biggest lake. It was originally named "Lake of the Holy Spirit" by Spanish cartographers (map-makers), but we now call it by its Indian name.

Draw and label Lake Okeechobee on the map you drew. We'll learn more about this lake and the area around it in the next lesson.

Unit 1: Florida

Lesson 3: More Geographical Features

Materials: 1) printed Florida map 2) student's drawn map 3) pencils

Discussion: Tell some things you've learned about Florida so far.



Now locate the Kissimmee River on your Florida map. It's north of Lake Okeechobee and flows into it. Lake Okeechobee is a large lake, but it's shallow, so water flowing into it from the Kissimmee River

forests, swamps, and marshes, called the Everglades.

You might wonder what the name "Everglades" means.

"Glades" means an open space surrounded by woods. In the 1700s, a British surveyor named this area "River Glades," and wrote this on his map. A cartographer who later copied his work made a mistake and read "river" as "ever," and so it became the Everglades! The Seminole Indians called it Pa-hay-okee, meaning "Grassy Water."



The Everglades cover 1.5 million acres and are home to an amazing variety of creatures: over 45 species of mammals, 50 kinds of reptiles, 20 different amphibians, 350 species of birds, hundreds of fish, and thousands of insects!

Locate the Everglades on the Florida map, and then draw and label them on your map.

Rivers

Have you ever heard this song: "Way down upon the Suwannee River, far, far away..."?

This song is actually called "Old Folks at Home," and it was written by a man named Stephen Foster, who never even visited Florida or saw the Suwannee River! But his song became Florida's state song, and inspired many people to visit North Florida and see this beautiful river for themselves.

The story of how the Suwannee got its name is linked with the history of the Spanish missions. One of the missions in this area was called San Juan, and it's believed that the river was named for the mission. Over time, the Spanish name merged with the Indian pronunciation, and became San-wan-see, which was shortened to Suwannee (pronounced "Swannee").

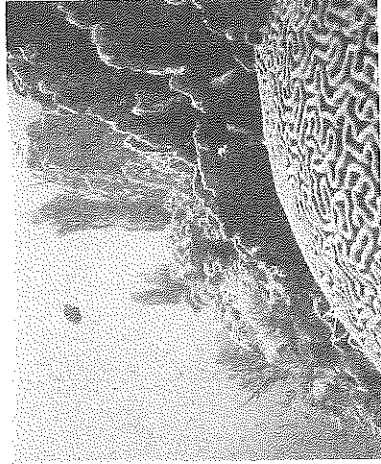
Florida has many other beautiful rivers as well.

Find these Florida rivers on your printed map, and draw and label on your own map: Suwannee, St. Johns, Apalachicola, Peace, and Caloosahatchee

The Keys and Coral Reefs

Now look on a Florida map and locate the little islands to the south of Florida's peninsula. Do you remember what they're called?

You're called the "Florida Keys". The Florida Keys are an archipelago—a group of islands—that lie in between Florida Bay and the Straits of Florida. There are actually 822 little islands there, although people live on only 32 of them. "Keys" is a strange name for a string of islands, isn't it? The word "key" actually came from the Spanish word "cayo," which means "little island."



The Keys are really coral reefs. Do you know what a coral reef

is? Coral reefs are made by tiny creatures called polyps.

They live in large groups called colonies. Coral polyps make hard skeletons for themselves on the outside of their bodies; these are called exoskeletons. When a lot of these exoskeletons build up over

time, a coral reef is formed. Long ago, all of southern Florida was under water, and coral reefs formed in these waters. When the sea level went down, the reefs poked out above the water and became fossilized (turned to stone). So now people can live on top of them!

Locate the Florida Keys on your printed map, and label them on your drawn map. Then label the islands of Key Largo and Key West.

Unit 1: Florida

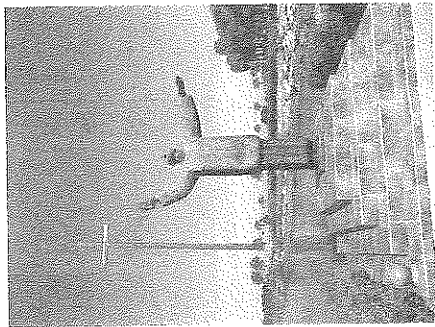
Lesson 4: Florida History: The Spanish Missions and Historical People

Materials: 1) Printed Florida map 2) student's drawn map 3) geography notebook

Florida has a long and rich history, going way back to the year 1513. That's when it was first discovered by the Spanish, though of course, many people already made their homes there. Who were they?

The Spanish first landed in Pensacola in August of 1559. Do you remember where Pensacola is? Find it on your map, and mark it with an X.

A man named Tristan de Luna led the first expedition to Florida. He and his crew had a rough trip and several of their ships sank. De Luna tried to start a settlement there in Pensacola, but it didn't last.



In 1565, another Spanish explorer arrived on the other side of Florida—on the east coast. His name was Pedro Menendez. He called the spot St. Augustine, after the Catholic saint whose feast day it was. With Menendez was a priest named Fr. Lopez, who erected a cross and named America's first mission site "Nombre de Dios." (Name of God).

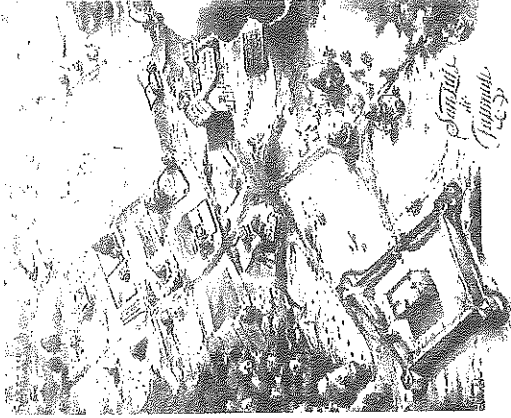
The picture on the left shows a statue of Fr. Lopez and a modern-day version of the cross he erected there.

St. Augustine became the center of activity in Florida, and the first permanent European settlement in America. That's why St. Augustine claims the title of "America's Oldest City".

Do you remember where St. Augustine is? Find it on your map, and draw a cross to represent Florida's first Spanish mission.

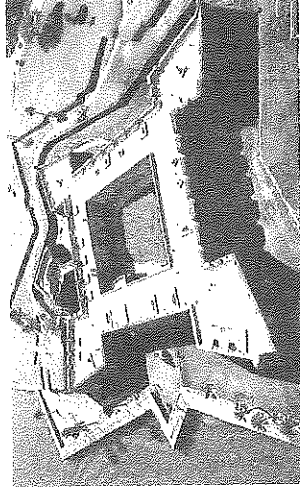
Many priests came from Spain to teach and serve the Indians in missions they established throughout Florida. At one point, around 20,000 Indians lived in the missions. What was life in the missions like?

14 of 26



A mission was a place where Spanish settlers, soldiers, and religious would live together in peace with the Native Americans.

Often there would be a fort nearby for soldiers, and homes of settlers around. There would be a church and meeting rooms where the priests instructed the people. They taught them how to read and write, and skills such as farming and raising cattle, and crafts such as weaving, pottery, and carpentry. The Indians would help farm the land to raise food. The Spanish established at least 128 missions in Florida.



But the peaceful life of the missions was brought to a violent end in 1702 when war broke out between Spanish Florida and the English province of Carolina. The English attacked St. Augustine but could not capture the Spanish Fort called the

Castillo de San Marcos. They then turned west toward the other Spanish missions. By 1704, most of the missions were completely destroyed and the Indians wiped out.

15 of 26

Mission San Luis, in Tallahassee, was one of the last remaining missions. The priests and people of San Luis mission decided to leave it and burn down the buildings rather than let the English attack. The remaining Apalachee Indians scattered to many different places.

Do you remember where Tallahassee is? Find it on your drawn map, and make an X there to represent the last of the missions.

There were many more missions in Florida. This will give you an idea of how widespread they were: Make an X near these other cities that had missions: St. Petersburg, Miami, and Gainesville.

Now we will learn about some people who made history in Florida.



Osceola (1804-1838)
Seminole Warrior

Osceola was born in a Creek Indian village in what is now Alabama. His mother was Creek and his father was an Englishman. As a child, he was called Billy Powell. As an adult, he was given the Indian name of Asi-Yaholo (Asi was a drink and "Yaholo" means to shout). After a war, he and many of his tribe came to Florida and joined the Seminoles.

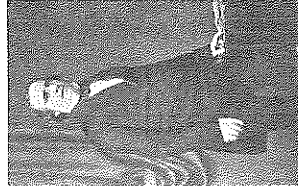
Around this time, many white settlers began to ask the U.S. government to remove the Seminoles from Florida to make room for their farms, and there were several wars between the Seminoles and the federal troops. Osceola successfully

planned several battles. Though not officially a Seminole leader, he was valued for his bravery and wisdom.

In 1837, a U.S. General named Thomas Jesup asked to meet Osceola in St. Augustine to discuss peace terms. Unfortunately, Jesup was not being honest. It was a trap, and Jesup ordered his men to capture Osceola and put him in prison. Osceola was sent to a prison in South Carolina, and died of sickness soon after. He is remembered as one of the great Seminole warriors.

Osceola National Forest in northeastern Florida is named after the great Seminole. It is almost 300 square miles of forest, preserved for the many species of plants and animals that live there. There are also several recreational and camping areas.

Locate the Osceola National Forest on a Florida map, and mark it on your drawn map by drawing some little trees there.



David Levy Yulee (1810-1886)
Railroad Man

David's father, Moses Levy, was a wealthy merchant who bought 100,000 acres in Florida and established a plantation. As a young man, David was interested in law and politics. He studied hard and eventually became a senator of the Florida territory (before Florida became a state). He fought for Florida statehood and rejoiced when Florida finally became a state in 1845.

David went on to become a U.S. Senator. He got married, and established a sugar plantation near the Homosassa River. David had the idea to make a railroad that would go across Florida, from Fernandina in the east to Cedar Key in the West. The project was completed just before the start of the Civil War. Sadly for David,

the railroad was destroyed during the War, and he was held as a prisoner for supporting the Confederate side and serving as a Confederate Senator.

Bravely, David decided to rebuild his railroad. He served as president of several different railroad companies and became known as the "Father of Florida's Railroads." Levy County, Florida, as well as the town of Yulee, are named after him. You can visit Yulee Sugar Mills Ruins Historic State Park in Homosassa. It contains the remains of Yulee's 5000 acre sugar plantation.

David Yulee's Florida Railroad ran from Fernandina to Cedar Key. Draw the railroad on your map.

Marjorie Kinnan Rawlings (1896-1953) Famous Author

Have you ever read the story *The Yearling*, or seen the movie?

The *Yearling* is the story of a young boy growing up in the Florida woods in the 1870s. The book was very popular, and it introduced people to a time and place they were not familiar with: the Florida frontier. We usually think of the frontier as places in the West and mid-West, where people like Laura Ingalls' family settled and lived. But Florida had a frontier as well.

The *Yearling* was written by Marjorie Kinnan Rawlings. She grew up in Washington, D.C., and moved to Florida as an adult. From her neighbors, Marjorie learned to hunt and fish and to survive in the woods. She loved to write, but her stories kept being rejected by publishers. Finally, someone told her to write about what she knew. What she knew were the "Crackers"—the families of the early Florida settlers—and their way of life. So she began to write about them.

She won a major award for the book (called a Pulitzer Prize), and went on to write more stories based on the people and lifestyle of the Cross Creek, Florida area.



You can visit Marjorie's home, which is now a Florida State Park. It is preserved just as it was when she lived there.

Find the Marjorie Kinnan Rawlings State Park on your Florida map, or look up its location on the internet (Cross Creek, FL), and draw a little house to represent it on your drawn map.

Unit 1: Florida

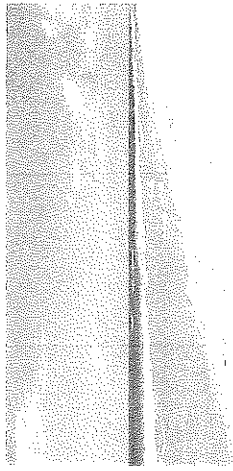
Lesson 5: Our Trip to Florida

Materials: 1) printed Florida map 2) student's drawn map 3) notebook

Now we're going to go on a trip to visit some historic and/or fun places in Florida. We'll visit spots all over the map. Put on your flip-flops because our first stop is the beach!

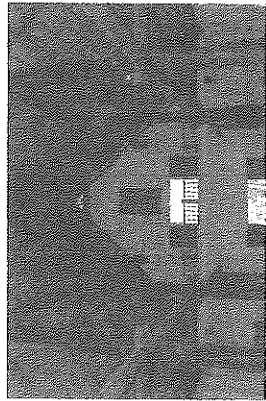
1st Stop: Pensacola

We'll start where the Spanish explorers started: Pensacola. Find Pensacola on your Florida map. Do you remember that Tristan de Luna and his crew landed here in 1559? Pensacola, on the west coast of Florida—also called the Gulf Coast—is home to beautiful white-sand beaches and clear greenish-blue waters. Pensacola is also home to the National Naval Aviation Museum, the



world's largest Naval Aviation museum. It's also one of the most popular museums in the state of Florida. There are over 150 airplanes on display in the 350,000 square feet buildings, and there are 37 acres outdoors to explore. The Museum is also the training base of the world-famous Blue Angels flight demonstration team. You can watch them practice their amazing flying feats here.

Which would you enjoy more, the visit to the beach, or the Naval Aviation Museum?
 Would you like to meet one of the Blue Angels pilots? What would you ask him or her?



2nd Stop: Mission San Luis, Tallahassee
 Next we'll head to the capital, Tallahassee.
 Should we head east, west, north or south? Find Tallahassee on your Florida map.

Here we'll visit the site of one of the Spanish missions, Mission San Luis. Mission San Luis has been restored, and you can see it today much as it was hundreds of years ago. There is a little village where the Spanish settlers lived, a Church, a home for the priests to live in; a Council House, where the Indians held their meetings; the plaza where they played their games; the Chief's House; and a soldiers' fort. You can learn much here about the lives of the Indians and settlers. There are "interpretive programs" where people dress up in costumes of the time and talk to you and answer your questions.

Would you like to talk to an Indian, a priest, a settler, or a soldier?
 What would you like to ask him or her?
 Which part of the Mission would you like to explore the most?

3rd Stop: St. Augustine
 Let's now head over to St. Augustine. Find St. Augustine on your Florida map. St. Augustine is "America's Oldest City", and there is so much to see here! Our first stop will be the old Spanish fort called the Castillo San Marcos (see picture in

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lesson 4). This stone fortress was built to protect the Spanish settlements in the New World. Do you remember that the English attacked it but could not take it? Now the Castillo is a National Park, and you can go explore it.

Examine the soldiers' rooms and the rooms that housed prisoners. Climb up to the top and get a great view of the city from the gun deck. You'll be in for a treat if you happen to be there on a day when they do a weapons demonstration and shoot off the cannons!

You can also visit the site of the first Spanish mission, the Mission Nombre de Dios. See the giant cross and walk around the beautiful grounds along the water.

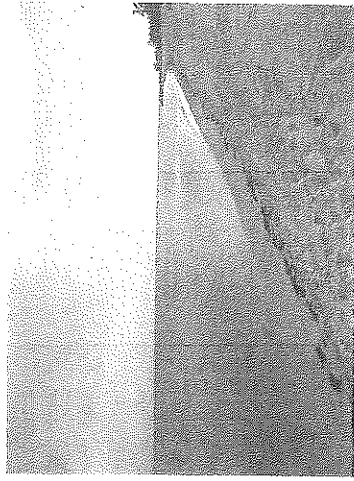


4th Stop: Orlando
 Orlando is a city in central Florida that is home to many famous tourist attractions and theme parks, including Disney World, Universal Studios, Sea World, and Epcot Center.

Which one would you like to visit?

Last Stop: Key West

We began at the beach, so let's end there as well. We're now in the southernmost part of Florida, the Keys. We'll make a visit to Key West, the southernmost city in the continental U.S. (Continental means on this continent, North



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America. Of course, Hawaii is further south than Florida, and the U.S. has territories even further south than that!

But, while in Key West, you can visit the big concrete post that marks "the southernmost point in the U.S.". It's painted like a buoy ("buwee"). *Do you know what a buoy is?* It's something that floats in the water to mark a position. This one is on land and it's not really the southernmost point, but the real point is difficult to get to, so this one will do!

What else would you like to do in Key West? Go snorkeling and see the coral reefs? Visit the lighthouse? Or maybe you'd like to check out Fort Zachary Taylor state park—where you can tour the fort, which was used in the Civil War and Spanish-American War, and then spend a day at its beautiful beach?

Thanks for joining our Florida trip!

Your final assignments for this lesson are:

Trace the trip we took in this lesson in red on your drawn map.

Choose one of the sites we visited and draw or write something about your trip there.

Optional Unit Review activities:

- Pretend you are a tour guide advertising a pilgrimage/vacation trip to Florida. Draw a brochure or poster advertising the trip.
- Design a badge or certificate for those who complete the Florida pilgrimage.
- Act out a scene from Florida's history.
- Draw a map of Florida from memory and label the cities we visited on our pilgrimage
- Write a letter to a friend describing your trip to Florida.
- Make a model of a Florida map with clay.

Florida

By, _____

Why is Florida?

Geography

Social Studies Test

Name _____

1. What were the first European explorers that traveled to Florida called?

- a. Pioneers
- b. Conquistadors
- c. Missions
- d. Travelers

2. What Spanish explorer was first to claim Florida for Spain?

- a. Juan Garrido
- b. Pánfilo de Narváez
- c. Hernando de Soto
- d. Juan Ponce de León

3. Which of the following was NOT a motivation for Spanish exploration of Florida?

- a. to get slaves
- b. to find gold
- c. to spread their religion
- d. to start Spanish colonies

4. In 1564, René Goulaine de Laudonnière started the first French settlement in Florida named _____.

- a. St. Augustine
- b. Fort Caroline
- c. St. Marks
- d. Fort Mose

5. Fort Mose was the first European settlement to have _____.

- a. clean water
- b. free slaves
- c. agriculture
- d. weapons

6. In 1565, Pedro Menéndez de Avilés created the first permanent European community named _____.

- a. St. Augustine
- b. Fort Caroline
- c. St. Marks
- d. Fort Mose



7. One of the goals of Spanish missions was to teach Native Americans _____.

- a. to adopt slavery
- b. to convert religions
- c. to learn to farm
- d. to sail Spanish ships

8. Which of the following was NOT part of work life on Spanish missions?

- a. growing crops and raising animals
- b. making tools and clothing
- c. cooking, cleaning, and laundry
- d. trading items

9. Which of the following was NOT part of social life on Spanish missions?

- a. attending church services
- b. harvesting crops
- c. community meetings
- d. playing games in the plaza

10. Which of the following was a negative effect of missions?

- a. Spanish settlers died because of diseases.
- b. Spanish settlers were forced into slavery.
- c. Native Americans were forced into slavery.
- d. Crops failed because of poor weather.

11. Which of the following countries did NOT control Florida between 1513 and 1783?

- a. Spain
- b. America
- c. France
- d. England



13. Which of the following was a *positive* effect of European colonization of Florida?

- a. architecture
- b. agriculture
- c. Spanish names
- d. all of the above

12. Which of these is a food introduced to Florida by the Spanish?

- a. alligator
- b. fish
- c. sea grapes
- d. wheat

14. Which of the following was a *negative* effect of European colonization of Florida?

- a. disease
- b. loss of Native American culture
- c. slavery
- d. all of the above

Fill in the Blank (Use word bank and spell words correctly)

15. An _____ is a journey for a special purpose.

16. A _____ is a ditch filled with water that surrounds a fort, helping to protect the settlement.

17. The Spanish settlers wanted to change the Native Americans' beliefs and _____ them to Christianity.

18. Britain, France, and Spain signed a peace _____ to end the French and Indian War.

19. _____ is the farming of crops and the raising of animals.

20. Fort Mose had a _____, a military unit, which helped defend St. Augustine.

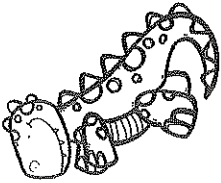
militia	agriculture	convert
treaty	expedition	moat

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Science

Name: _____

"Ferocious Fossil Facts"



Directions: Choose the best answer for the questions below.

1. What can fossils teach us about?
 - a. size
 - b. adaptations
 - c. diet
 - d. all of the above
2. Prehistoric means
 - a. new
 - b. modern
 - c. old
 - d. updated
3. What are the three types of fossils?
 - a. skin, bones, teeth
 - b. bones, mold, cast
 - c. mold, germs, bacteria
 - d. cast, stone, bones
4. Where do paleontologists study their findings?
 - a. in their homes
 - b. in their laboratories
 - c. in their schools
 - d. in their caves
5. Preserved means
 - a. lost
 - b. found
 - c. spent
 - d. saved
6. Fossils can be made from?
 - a. dinosaurs
 - b. leaves
 - c. wood
 - d. all of the above
7. Most bone fossils are found in _____ rock.
 - a. sedimentary
 - b. sharp
 - c. igneous
 - d. metamorphic
8. How have fossils been preserved over millions of years?

9. True or False: Fossils can only come from dinosaur bones.

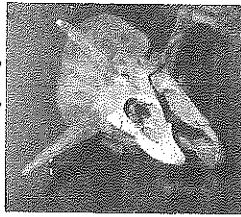
Answer: _____

10. How did you find your answer to #9? Use evidence from the passage to prove your answer.

"Ferocious Fossil Facts"

What are fossils and where did they come from? Fossils are the preserved, hardened remnants (leftovers) of animals and plants that existed long ago. Many people are interested in dinosaur fossils, because they no longer exist. Dinosaurs were inhabitants of Earth for about 200 million years, but they became extinct before humans existed. They left behind parts of their bones, such as skeleton and teeth. They also left footprints in the mud, which has hardened into rock. Dinosaur fossils are not the only type of fossil. Plants, shells, wood, clams, reptiles, and more organisms have left fossils, too. These fossils have been found all over the world!

There are two types of fossils that give scientists clues about prehistoric life through being preserved in soil: molds and casts. Molds are rocks that have formed from mud around the shape of a plant or animal that leaves a empty area called a mold. A cast is formed when minerals or mud fill the inside of a structure and it is the same shape and size of the living organism.



A fossil of a triceratops skull.

The third type of fossil that shows evidence of ancient life are animal bones. These bones are often preserved, or saved, in sedimentary rocks because they change into different rocks and maintain their inside contents.

Fossils can give people special information, such as an animal's diet, size, and how they've adapted.

Scientists who study fossils are called paleontologists.

Paleontologists study the history of life and continue to search for information by digging up fossils and studying them in their laboratories. As more plants and animals become extinct, future paleontologists will discover information about these creatures.

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"Ferocious Fossil Facts"



1st Read: Read independently Underline important details and ideas.	Symbol	What it Represents
2nd Read: Read to a classmate Discuss important details and ideas.	□	This is a big idea.
3rd Read: Teacher Read Aloud Annotate the text with the symbols.	—	This is an important detail.
	○	This word is important.
	?	I don't understand this word.
	!	This is interesting or surprising.

Directions: After reading, answer the following questions in complete sentences.

1. What is this passage mostly about?

2. How do fossils give paleontologists information about the past?

3. What does the term "remnants" mean?

4. What is a paleontologist's job?

5. Imagine you are a paleontologist that just found a new fossil. Write about the fossil you discovered.

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