At Home Learning Resources

Grade 4 - Week 4

Grab and Go Meals
Available for Lowell Public Schools Students on Weekdays While School is Closed

Butler (12:45 - 1:30pm) 1140 Gorham St.
Greenhalge (10:30 - 11:15am) 149 Enwell St.
Lincoln (1:30 - 2pm) 300 Chelmsford St.
Moody (12 - 12:30pm) 158 Rogers St.
NEW: Morey (12 - 12:30pm) 180 Pine St.
NEW: Westminster Village Apartments (12:45 - 1:15pm) 1307 Pawtucket Blvd.

Murkland (12:45 - 1:15pm) 350 Adams St.
Pawtucketville (12 - 12:30pm) 425 West Meadow Rd.
Lincoln (11:30 - 11:45am) 110 June St.
STEM Academy (10:30am - 1pm) 43 Highland St.
NEW: Stoklosa (11 - 11:30am) 860 Broadway St.

When you pick up that day’s lunch, you can also pick up breakfast for the next morning.
Grade 4 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing word games, and learning new vocabulary. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.

*If this article is too tricky for your child right now, please feel free to use the Kindergarten - Grade 3 articles. If this is too easy for your child, please feel free to use the Grade 5 articles.*

Students in Grade 4 should be reading for 20 minutes or more each day. They can read, be read to by family, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

**Talking about Books**

*Talk about your books with your family. You can retell what you read. Use these stems to help you...*

“This reminds me of...”
“I wonder...”
“The theme was...”
“One thing I learned is...”
“The character was...”
“This makes me realize...”

**Writing Activities**

- Write a realistic fiction story. Don’t forget to add details. Show some of your feelings. Add some dialogue. What did your characters say? How did they feel?
- Make an informational Book. You can write many chapters about your favorite topics or research and choose a new one. Be sure to use text features like pictures, labels, captions, and diagrams. Make sure you use expert language like important vocabulary.
- Write a letter, or a speech, or an essay. What is something that you feel strongly about? Plan it using boxes and bullets. You can even do some research to learn more.
- Compare two books, a book and a movie, a book and an article on the same topic. How are they alike? How are they different? What can they teach you?
- Write a graphic novel. What images will you add? What words?

**Vocabulary**

- Choose 5 new words in each book or article you read. Practice using them with your family.
- Write sentences that have more than 6 words. Try a 7 word sentence. 8 words? 10 words? Be sure it makes sense.
- Challenge your family to see who can learn the most new words each day. Get a point every time you use a new word. Who will win?
- Play Scrabble or Words with Friends or Boggle or another word game.
These articles are from *Time for Kids*. You can find them online as well. If you read *Comic Craze!* online, you can have the text read aloud or hear it read in Spanish. [https://www.timeforkids.com/g34/comic-craze/](https://www.timeforkids.com/g34/comic-craze/)
The second article is also online, but does not have the read aloud option. [https://www.timeforkids.com/g34/8-questions-jerry-craft/](https://www.timeforkids.com/g34/8-questions-jerry-craft/)

Read both texts and complete the activities that follows. Enjoy!
jumped by more than 50%. Compare that to sales of printed books across all categories. They increased by about 1%.

**REAL READING**

As sales boom, attitudes about comics are changing. This year, *New Kid* became the first graphic novel to win the Newbery Medal. That’s a **prestigious** award in children’s literature.

*New Kid* author Jerry Craft says that when he was a kid, he read mainly comics. He knew some adults didn’t approve. “In certain schools, if they saw you reading a comic, they would confiscate it, because they thought it was rotting your brain,” he says. “They didn’t realize the amount of imagination and storytelling and vocabulary in those comics.”

*New Kid*’s Newbery shows what many kids already understood: Graphic novels are real books. “It’s a victory for all graphic novels,” Craft says. —By Shay Maunz

**A-Z Power Words**

genre **noun**: type; a category, such as realistic fiction, science fiction, or mystery

**prestigious** **adjective**: important; respected
Jerry Craft is the author of *New Kid*. It’s a graphic novel about an African-American boy who feels out of place in his mostly white school. In 2019, *New Kid* became the first graphic novel to win the Newbery Medal, one of the most prestigious awards in children’s literature. Craft spoke with *TFK*’s Shay Maunz about his career, the Newbery Medal, and the upcoming sequel to *New Kid*.

**What did you read as a kid?**

I only read Marvel comics. There was no such thing for me as enjoyable book-reading. That was always a chore. In
school, I felt like all the books that featured kids of color were about slavery or civil rights. And all the other books were just so far from my life. I couldn’t relate to them at all.

**What did you like about comic books?**

It was definitely the pictures. But also, take someone like Spider-Man. I felt like I had a lot in common with Peter Parker, who is Spider-Man. At least Peter Parker was a teenager. And even though he had these superpowers, he was kind of nerdy and he had to keep his powers a secret. I related more to him than any literary characters I had ever met.

**Did adults approve of your comic-book habit?**

Neither of my parents ever belittled it. I know in certain schools, if they saw you reading a comic, they would confiscate it, because they thought it was rotting your brain. They didn’t realize the amount of imagination and storytelling and vocabulary in those comics. With Marvel comics, for example, every title had an adjective that was a really cool word: The Spectacular Spiderman. Uncanny X-Men. The Macabre Man-Thing.

**How did you start making your own comics?**

I never considered myself a writer because I never considered myself a reader—how could you be one without the other? But I always loved to draw. And if I was going to draw comics, well, obviously I had to write a story to go
with them. So I started making my own comic books. Then I started doing comic strips. Later I decided I wanted to do a book.

**Why did you want to write a book?**

One year, I went to the National Book Festival, in Washington, DC. That's where I met Raina Telgemeier [author of *Guts*]. She was up on stage, and I saw how her fans were just in heaven. I had never before seen a kid clutching a book like it was their favorite doll. When I was a kid, I never had a book that was so special to me that I wanted to hug it. I set out to make a book that kids of color could relate to like many kids relate to Raina’s books.

**What does *New Kid’s* Newbery Medal win mean to you?**

I can sum that up with a story that a woman wrote to me on Twitter. She said she was in a bookstore and a man came in with his son. The son said, “Hey, Dad, can I get a graphic novel?” And his dad said, “No, I’d rather you get a real book.” Then the bookstore worker says, “Did you know that a graphic novel just won the Newbery Medal?” To which the dad says, “Oh, in that case, get whatever you want.” To me, that sums it up. If I can be so bold as to say it: It’s a victory for all graphic novels.

**Do you think graphic novels are more respected now than when you were young?**
Absolutely. Now there are so many great librarians and teachers who realize that reading is reading. It doesn’t matter if it’s a prose book or a graphic novel or a book of poetry.

**Are you working on a new book?**

I am. It’s a sequel to *New Kid*. I’m drawing right now as we’re talking [on the phone]. Graphic novels are time-consuming. I can’t just say, “His teacher came to the door.” I have to think about what kind of shoes the teacher wears, her blouse, how her hair looks, all of that. But it’s definitely worth it. I wouldn’t change a thing—except if I could clone myself so one of me could be working on this book 24/7 and the other one could be answering emails. That would be ideal. But until that happens, I’m working on it every moment I can. It comes out in October.

*This interview has been edited for length and clarity.*
Use this week’s issue of TIME for Kids (Edition 3–4) to answer the questions. For each question, circle the letter next to the best answer.

1. The headline deck refers to a “new wave” of graphic novels. What does this phrase mean?
   A. going back to how things were done in the past
   B. an undiscovered feature of the ocean is the subject of the books
   C. the way people greet each other in these books
   D. a trend that is different from the past

2. Which of the following are not traditional to comics?
   A. humorous situations
   B. pictures
   C. superheroes
   D. realistic stories.

3. How does Smile connect to Telgemeier’s experiences as a child?
   A. Strangers always complimented her smile.
   B. She had braces and dental surgery.
   C. She was kind to others, always making them smile.
   D. She started drawing comics when she was 10.

4. Which of the following facts from the article best supports that there is a demand for graphic novels?
   A. Smile became a Number 1 best-seller.
   B. Comics have been around from the 19th century.
   C. Sales of graphic novels for kids and teens jumped by more than 50%.
   D. Sales of printed books across all categories increased 1%.

5. Which of the following most likely describes the author’s opinion of graphic novels?
   A. She thinks they're impactful.
   B. She thinks they're unsuccessful.
   C. She’s discouraged by graphic novels.
   D. She's disinterested in them.

6. Some adults disapproved of children reading graphic novels because they believed graphic novels were
   A. too difficult for kids to follow.
   B. too popular.
   C. not interesting to kids.
   D. lacking in educational value.

7. Explain the reasons why Shay Maunz decided to focus on this topic. Use evidence from the text to support your answer.
After reading the article, “Comic Craze” and the interview “8 Questions for Jerry Craft,” answer the question in writing.

Explain what reasons and evidence the authors give in both articles to show graphic novels are real reading.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
In order to write a graphic novel, authors have to plan their stories first. Write your own story about a superhero that you create. Be sure to include characters, setting, a problem and solution, and great details!
Dividing Four-Digit Numbers

Estimate. Circle all the problems with quotients between 500 and 1,500. Then find the exact quotients of only the problems you circled.

1. $2,508 \div 4 = \underline{\hspace{2cm}}$
2. $7,058 \div 9 = \underline{\hspace{2cm}}$
3. $2,726 \div 9 = \underline{\hspace{2cm}}$

4. $7,429 \div 5 = \underline{\hspace{2cm}}$
5. $3,506 \div 9 = \underline{\hspace{2cm}}$
6. $8,318 \div 8 = \underline{\hspace{2cm}}$

7. $7,645 \div 2 = \underline{\hspace{2cm}}$
8. $4,113 \div 4 = \underline{\hspace{2cm}}$
9. $3,196 \div 5 = \underline{\hspace{2cm}}$

10. $5,018 \div 7 = \underline{\hspace{2cm}}$
11. $8,127 \div 6 = \underline{\hspace{2cm}}$
12. $6,155 \div 3 = \underline{\hspace{2cm}}$


14. Check one of your answers by solving it with a different strategy. Show your work.
Write the missing numbers in the boxes to make each equation true.

1. \( \frac{2}{4} \times \frac{}{8} = \frac{8}{16} \)
2. \( \frac{2}{3} \times \frac{}{12} = \frac{12}{18} \)
3. \( \frac{5}{6} \times \frac{}{25} = \frac{25}{30} \)
4. \( \frac{2}{3} \times \frac{}{6} = \frac{6}{3} \)
5. \( \frac{3}{8} \times \frac{5}{15} = \frac{15}{12} \)
6. \( \frac{5}{6} \times \frac{}{12} = \frac{12}{12} \)
7. \( \frac{5}{\square} \times \frac{}{15} = \frac{15}{24} \)
8. \( \frac{2}{\square} \times \frac{4}{12} = \frac{12}{12} \)
9. \( \frac{8}{\square} \times \frac{2}{16} = \frac{16}{16} \)

10. Which strategies did you use to solve the problems? Explain why.
Using Common Numerators and Denominators

Compare the fractions. Write <, >, or =.

1. \( \frac{3}{4} \bigcirc \frac{3}{8} \)
2. \( \frac{2}{5} \bigcirc \frac{4}{5} \)
3. \( \frac{1}{5} \bigcirc \frac{2}{10} \)

4. \( \frac{2}{10} \bigcirc \frac{23}{100} \)
5. \( \frac{7}{8} \bigcirc \frac{3}{4} \)
6. \( \frac{7}{12} \bigcirc \frac{5}{6} \)

7. \( \frac{10}{12} \bigcirc \frac{5}{6} \)
8. \( \frac{53}{100} \bigcirc \frac{1}{2} \)
9. \( \frac{2}{8} \bigcirc \frac{9}{12} \)

10. \( \frac{1}{6} \bigcirc \frac{3}{12} \)
11. \( \frac{4}{5} \bigcirc \frac{77}{100} \)
12. \( \frac{1}{3} \bigcirc \frac{5}{12} \)

13. \( \frac{1}{4} \bigcirc \frac{2}{12} \)
14. \( \frac{9}{10} \bigcirc \frac{90}{100} \)
15. \( \frac{2}{3} \bigcirc \frac{3}{6} \)

16. Show a model you can use to check your answer to problem 12.
1. Label the number line and use it to show \( \frac{3}{4} + \frac{3}{4} \).

\[ \begin{array}{cccc}
0 & \frac{4}{4} & \frac{8}{4} \\
\end{array} \]

Shade the area model to show \( \frac{3}{4} + \frac{3}{4} \).

Write the sum. \( \frac{3}{4} + \frac{3}{4} = \)

2. Label the number line and use it to show \( \frac{10}{8} - \frac{4}{8} \).

\[ \begin{array}{ccccccccc}
0 & & & & & & & & \\
\end{array} \]

Show \( \frac{10}{8} - \frac{4}{8} \) on the area model.

Write the difference. \( \frac{10}{8} - \frac{4}{8} = \)
3. What type of model do you like best for showing fraction addition and subtraction? Explain why.

4. Compare subtracting $\frac{10}{8} - \frac{4}{8}$ to subtracting $10 - 4$. How are they alike? How are they different?
Adding Fractions

Write the missing numbers in the boxes to make each addition problem true.

1. \( \frac{1}{6} + \frac{4}{6} = \frac{5}{6} \)
2. \( \frac{1}{8} + \frac{4}{8} = \frac{5}{8} \)
3. \( \frac{1}{10} + \frac{4}{10} = \frac{5}{10} \)

4. \( \frac{4}{12} + \frac{?}{12} = \frac{7}{12} \)
5. \( \frac{4}{6} + \frac{?}{6} = \frac{7}{6} \)
6. \( \frac{4}{3} + \frac{?}{3} = \frac{7}{3} \)

7. \( \frac{?}{4} + \frac{2}{4} = \frac{5}{4} \)
8. \( \frac{?}{10} + \frac{2}{10} = \frac{5}{10} \)
9. \( \frac{?}{8} + \frac{2}{8} = \frac{5}{8} \)

10. \( \frac{?}{6} + \frac{2}{6} = \frac{5}{6} \)
11. \( \frac{?}{5} + \frac{1}{5} = \frac{6}{5} \)
12. \( \frac{4}{10} + \frac{?}{10} = \frac{9}{10} \)

13. Write a number from 1–12 in each box so that the addition problem is true.

\( \frac{?}{12} + \frac{5}{12} = \frac{?}{12} \)
Subtracting Fractions

Solve each problem.

1. Sammy has $\frac{4}{5}$ of his art project left to paint. He paints $\frac{2}{5}$ of the project. What fraction of the project is left to paint?

2. Marianne has $\frac{6}{8}$ of a yard of green ribbon. She uses $\frac{3}{8}$ of a yard for a craft project. How much green ribbon is left?

3. Yuna plans to run 1 mile. She has run $\frac{7}{10}$ of a mile so far. What fraction of a mile does she have left to run?

4. Alex and Brady are helping to pack books into a box. Together they pack $\frac{7}{12}$ of the books. Alex packs $\frac{4}{12}$ of the books. What fraction of the books does Brady pack?
5. On Monday, Adam walks \( \frac{3}{10} \) of a mile to the store and then \( \frac{4}{10} \) of a mile to the park. How far does he walk in all?

6. Javier has \( \frac{7}{8} \) of a cup of flour. He uses \( \frac{3}{8} \) of a cup in a recipe. How much flour does Javier have left?

7. Shawna practices piano for \( \frac{4}{6} \) of an hour and takes a break. Shawna then practices for \( \frac{2}{6} \) of an hour more. How long does Shawna practice in all?

8. Kailee has finished \( \frac{4}{5} \) of her math homework so far. What fraction of her math homework does she have left to finish?

9. Explain one way to check your work to problem 2.
Decomposing Fractions

Find three ways to decompose each fraction into a sum of other fractions with the same denominator.

1. \[ \frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \_ \_ \_ \]
   \[ \frac{3}{4} = \frac{2}{4} + \_ \_ \_ \]
   \[ \frac{3}{4} = \frac{1}{4} + \_ \_ \_ \]

2. \[ \frac{7}{8} = \frac{6}{8} + \_ \_ \_ \]
   \[ \frac{7}{8} = \frac{5}{8} + \_ \_ \_ \]
   \[ \frac{7}{8} = \frac{4}{8} + \_ \_ \_ \]

3. \[ \frac{6}{5} = \_ \_ \_ \_ + \frac{3}{5} \]
   \[ \frac{6}{5} = \frac{2}{5} + \_ \_ \_ \_ + \_ \_ \_ \_ \]
   \[ \frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \_ \_ \_ \_ + \_ \_ \_ \_ \]

4. \[ \frac{5}{6} = \_ \_ \_ \_ + \frac{3}{6} \]
   \[ \frac{5}{6} = \frac{1}{6} + \_ \_ \_ \_ + \_ \_ \_ \_ \]
   \[ \frac{5}{6} = \frac{1}{6} + \frac{1}{6} + \_ \_ \_ \_ + \_ \_ \_ \_ + \_ \_ \_ \_ \]

5. \[ \frac{9}{12} = \_ \_ \_ \_ + \frac{5}{12} \]
   \[ \frac{9}{12} = \frac{3}{12} + \frac{3}{12} + \_ \_ \_ \_ + \_ \_ \_ \_ + \_ \_ \_ \_ \]
   \[ \frac{9}{12} = \_ \_ \_ \_ + \_ \_ \_ \_ + \_ \_ \_ \_ \]

6. \[ \frac{8}{10} = \_ \_ \_ \_ + \frac{4}{10} \]
   \[ \frac{8}{10} = \frac{2}{10} + \frac{3}{10} + \_ \_ \_ \_ + \_ \_ \_ \_ + \_ \_ \_ \_ \]
   \[ \frac{8}{10} = \_ \_ \_ \_ + \_ \_ \_ \_ + \_ \_ \_ \_ \]

7. Describe your strategy for finding the missing numbers.
Can companies turn fast-moving winds into a source of electricity?

Wind can blow off your hat. It can carry a kite skyward. It can push a sailing ship across the ocean. And increasingly, companies are harnessing wind power to make electricity.

Why wind? Most of the United States’s electricity comes from burning fossil fuels, such as coal, oil, and natural gas. But there are some problems with these fuels. Burning them can cause air pollution and contribute to climate change. The supply of fossil fuels is also limited. They’re mined from the ground, and eventually they’ll run out.

Wind, on the other hand, is a renewable resource. It will never be used up. That makes it an appealing source of power.

Going for a Spin
To turn wind into electricity, engineers build wind turbines. These machines look like giant fans with three blades. As wind pushes the blades, the turning motion powers a generator that makes electricity.

Engineers aren’t done improving wind-power machines. Below are three new designs being developed by different companies. Each company hopes its invention will be the one to make wind power as familiar and plentiful as wind itself.

The BAT (Buoyant Airborne Turbine) is a wind turbine set inside a giant tube-shaped balloon. The balloon carries the turbine up to 610 meters (2,000 ft) high, where the wind is stronger and steadier than winds near the ground. It can be set up in less than 24 hours. That would make it good for bringing energy to disaster areas where regular power has shut down.

The Makani is designed like a kite that flies in circles. It has small spinning blades that capture wind power. A cable carries the electricity down to the ground.

The Vortex doesn’t spin at all. Instead, it sways like a tree branch in the wind. It doesn’t capture as much wind power as a turbine. But its inventor says that because the Vortex has fewer moving parts, it would be cheaper to build and maintain than a turbine.
Wind Wheel

How does a wind wheel work? Find out here.

1. Cut out the square on the bottom of your data sheet.

2. Fold the square along one set of diagonal lines—printed side out. Line up the hole punch with the half circle along the folded line. (Hint: Only half of the paper will be in your cutting area.) Punch the half circle. When you unfold the paper, there should be a circular hole in the middle.

3. Punch the other four circles marked on the square.

4. Cut along the four dotted lines.

5. Poke a straw through the center circle. Lift up one of the flaps with a hole in it. Thread the straw through that hole, as shown.

6. Working in a circle, repeat Step 5 with the other three holes.

7. Slide the paper to the middle of the straw.

8. Loosely cup the ends of the straw in your hands, as shown. (Not too tightly—you want the straw to be able to turn.)


Materials
- scissors
- hole punch
- straw
- “Wind Wheel” data sheet
Wind Wheel

1. Do Steps 1–8 of the Task Card.

2. Blow a steady stream of air on the Wind Wheel to make it spin. Experiment with aiming the air stream differently. What works best? Why?
MAKER PROJECTS FOR ELEMENTARY STUDENTS

There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you’re done, take a picture of your work and share it with your teacher using your class’s remote learning platform.

Each project shows material options, a blueprint space for planning, and a space to report your results. Best of all, there are two QR codes to show examples of how other people completed the challenge. Just hold your phone’s camera up to the QR code, and it will take you to a useful website.

Have fun!
Make a musical instrument.

**MATERIAL OPTIONS**
- empty tissue boxes
- paper rolls
- paper
- paper plates
- rubber bands
- straws
- cups
- dry beans or rice
- hole puncher, scissors, and tape

**RESOURCES**

**STRING INSTRUMENTS**

**PERCUSSION INSTRUMENTS**

**HOW-TO VIDEO PLAYLIST**
MUSICAL INSTRUMENT
Maker Station Creation

Name: ____________________________

Blueprint

Type of Instrument: ____________

MATERIALS

How does your instrument make sound?
MAKER STATION

Make a parachute and basket for a mini figure.

MATERIALS
- coffee filters
- mini cups
- string
- tape
- mini figures

RESOURCES
- HOW PARACHUTES WORK
- MAKING PARACHUTES
PARACHUTE
Maker Station Creation

Name: ____________________

Blueprint

MATERIALS

Did your mini figure land safely?

YES NO

What else can your basket hold?

YES NO

© Brooke Brown
Make a tall tower.

**MATERIAL OPTIONS**
- building bricks
- linking cubes
- index cards and tape
- mini cups
- wooden planks
- magnetic blocks

**RESOURCES**
- STRONG TRIANGLES
- TALLEST BUILDINGS IN THE WORLD
- SKYSCRAPERS
- CUP TOWERS
TALL TOWER
Maker Station Creation

Name: ___________________

Blueprint

MATERIALS

How tall is your tower?

_______ cubes

Color the shapes that you used.
"Tired, your poor, yearning to breathe free—"

Emma Lazarus

Immigration to the

1840 A mass migration takes place during this decade (mostly from Ireland and Germany).
1846 Irish immigrants settle in New York City.
1848 German immigrants settle in the Midwest.
1849 Chinese immigrants settle in California.
1862 The Homestead Act lures farmers from western and northern Europe.
1872 Scottish immigrant Alexander Graham Bell comes to America.
FACT: About seven and a half million immigrants come to the U.S.  

FACT: About 1.5 million Irish come to the U.S. to escape the potato famine. Irish make up nearly half of all immigrants coming to the U.S.  

FACT: Germans come to the U.S. due to political upheaval in Germany. Some work as farmers. Others work in cities such as Cincinnati and St. Louis.  

FACT: Chinese immigrants take part in the California Gold Rush. About 15 years later, Chinese workers are hired to do the very dangerous work of building the transcontinental railroad. They work long hours for little pay.  

FACT: The Homestead Act gives 160 acres of free land to anyone who is a citizen or intends to become a citizen, is 21 years or older, and agrees to work the land for five years.  

FACT: Four years after his arrival, Bell patents the telephone.
Give me your huddled masses
United States

1881 The largest wave of immigration in American history
1892 Ellis Island opens.
1924 The National Origins Act of 1924
1948 Displaced Persons Act
1954 Ellis Island closes.
**FACT:** This wave of immigration brings people from southern and eastern Europe. Italians, Slavs, and Greeks seek jobs and a better way of life. Eastern European Jews escape religious persecution.

**FACT:** Ellis Island serves as a processing center for 12 million immigrants over the next 30 years. Almost half of all Americans today have a relative who came through Ellis Island.

**FACT:** This act effectively ends the waves of immigration for forty years.

**FACT:** This act allows Europeans displaced by the war to immigrate to the U.S.

**FACT:** Ellis Island is now a national monument.
Use the Immigration to the United States timeline to complete the statements below and fill in the immigration puzzle. Three have been done for you.

1. __ I ___ ___ ___ ___ ___ ___ ___
2. M ___ ___ ___ ___ ___ ___
3. Germany
4. __ ___ I ___ ___
5. Migration
6. ___ R ___ ___
7. ___ ___ ___ ___ ___ ___ A ___ ___
8. ___ ___ ___ ___T ___ ___ ___
9. ___ ___ ___ ___I ___ ___ ___
10. ___ ___ ___ ___ ___ O ___
11. t e N

1. The _____________ Persons Act allows Europeans displaced by the war to immigrate to the United States.
2. Many German immigrants settle in the _____________.
3. Albert Einstein is from _____________.
4. Irish come to the United States because of the potato _____________.
5. The Great _____________ begins 11 years before Ellis Island opens.
6. The Homestead Act grants up to 160 acres of _____________ land to settlers.
7. Half of all _____________ today have a relative who came through Ellis Island.
8. Alexander Graham Bell is a _____________ immigrant.
9. In 1930, immigration _____________.
10. Ellis Island processed over 12 _____________ immigrants.
11. The Chinese Exclusion Act prevents Chinese workers from entering the United States for _____ ten _____ years.
Welcome to *Lift-the-Flap Timelines*

*Lift-the-Flap Timelines* put history right into the hands of your students! With this timeline, students lift a flap and read the fun fact. The timeline is designed to delight students while supplementing and supporting the social studies curriculum.

Sure, *Lift-the-Flap Timelines* are packed with interesting historical facts. But this tool is also brimming with the opportunity to build skills found on standardized tests. As students learn about the fascinating people and events that shaped our country, they’ll gain valuable reading practice—not to mention the important skill of reading a timeline. The activity page provides reading comprehension practice, while thought-provoking writing prompts invite students to think critically and respond personally to the timeline. After your students thoroughly explore the timeline inside and out, have them turn it over and display the related famous quote on the back. This banner will inspire your students as they illuminate the idea behind the timeline.

*Bon voyage* to you and your class as you travel back in time—with a timeline that your students won’t want to put down!

---

**How to Assemble the Timeline**

It’s easy to create this timeline. You might demonstrate for students before they assemble one themselves.

1. **Print the timeline pages.** Make double-sided copies of each page.
2. **Trim along the dotted lines at the edges of each page.** Tape together.
3. **Fold along the gray line.**
4. **Cut along the dotted lines to create flaps.**
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read a book to your family, but don’t let them see the title. Let them take turns to guess the title.</strong></td>
<td><strong>Make a T-chart. Make a list of opposites in your home.</strong></td>
<td><strong>Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 36 crackers. Neveah ate twenty-three. How many are left?</strong></td>
<td><strong>Go outside. Write and draw what you see, hear, think, feel, and smell.</strong></td>
<td><strong>Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.</strong></td>
</tr>
<tr>
<td><strong>Create a Venn diagram to compare them.</strong></td>
<td><strong>Use notebook paper to complete these activities. Do one each day!</strong></td>
<td><strong>Make a T-chart. Make a list of opposites in your house.</strong></td>
<td><strong>Think of someone you would like to interview. Write them a letter with your questions.</strong></td>
<td><strong>Use the food in your house to create a menu with prices. Use them to write word problems. Example: Milk = $2.00, Bananas = $3.00, Ice cream = $1.00</strong></td>
</tr>
</tbody>
</table>

### Example

<table>
<thead>
<tr>
<th>Food</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>$2.00</td>
</tr>
<tr>
<td>Bananas</td>
<td>$3.00</td>
</tr>
<tr>
<td>Ice cream</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

### ESL at Home Grades 3-5 Weeks 3-4

- **Monday:** Read a book to your family, but don’t let them see the title. Let them take turns to guess the title.
- **Tuesday:** Make a T-chart. Make a list of opposites in your home.
- **Wednesday:** Find food in your house, like crackers or water bottles. Write or draw a word problem. Omar has 36 crackers. Neveah ate twenty-three. How many are left?
- **Thursday:** Go outside. Write and draw what you see, hear, think, feel, and smell.
- **Friday:** Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.

**Special Note:** Use notebook paper to complete these activities. Do one each day!
Family Descriptions

My name is ___________________

Draw pictures and describe your family

My Father

My father has _____________ hair.
My father has a _____________ nose.
My father has _____________ ears.
My father has _____________ eyes.

My mother

My mother has _____________ hair.
My mother has a _____________ nose.
My mother has _____________ ears.
My mother has _____________ eyes.

_________________________ (your name)

I have _____________ hair.
I have a _____________ nose.
I have _____________ ears.
I have _____________ eyes.

long  short  big  small