



*At Home Learning
Resources*

Grade 4

Week 2

Grab and Go Meals

Available for Lowell Public Schools

Students When School is Closed

Weekdays from March 16-March 27

Bartlett (11-11:30am)
79 Wannalancit St.

Moody (12-12:30pm)
158 Rogers St.

Butler (12:45-1:30pm)
1140 Gorham St.

Murkland (12:45-1:15pm)
350 Adams St.

Greenhalge (10:30-11am)
149 Ennell St.

Pawtucketville (12-12:30pm)
425 West Meadow Rd.

Lincoln (1:30-2pm)
300 Chelmsford St.

Robinson (11:15-11:45am)
110 June St.

STEM Academy (Rogers)*
10:30am-1 pm
43 Highland St.

**STEM meal service will
be available at back door
at the kitchen loading
dock area off South St.*

ELA Grades 3 & 4 At Home Learning Choices

Weeks 2 & 3

You can continue the reading, writing, and vocabulary work from Week 1 OR continue online learning using tools like iReady, Lexia, Scholastic Learn OR complete the “Choose Your Own Adventure” Learning

“Choose Your Own Adventure”

This is a two week English Language Arts and Literacy exploration. Students will choose between 4 different options to pursue. Each option still requires daily reading. The goal of the project is for students to grow and increase their learning with a project of their choice. There are different levels of independence, as well as choices for how to share their learning. (This work is adapted from educator Pernille Ripp). Enjoy!

So what are the choices?

Choice	To Do
Choice 1: The Independent Reading Adventure On this adventure, you will choose a fiction chapter book to show how well you understand the text. Read and either write or record your answers to questions that show your deeper understanding of the text.	See instructions below for “The Independent Reading Adventure”
Choice 2: The Picture Book Read Aloud Adventure On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.	See instructions below for “The Picture Book Read Aloud Adventure”
Choice 3: The Learn Something New Adventure Ever wanted a chance to learn more about a new topic? Now is the chance. Come up with a learning plan, learn more about your topic, and then show your learning when you return to school or virtually.	See instructions below for “The Learn Something New Adventure”
Choice 4: The Graphic Novel Adventure Want a chance to explore graphic novel writing? Read a graphic novel and then write your own. Write each day and be ready to share some of your great work when you return to school or virtually.	See instructions below for “The Graphic Novel Adventure”

Choice 1: The Independent Reading Adventure

On this adventure, you will choose a fiction chapter book to show how well you understand the text. Read and either write or record your answers to questions that show your deeper understanding of the text.

Connect Four boxes vertically, horizontally, or diagonally. The four boxes you choose must be included in your recorded or written response.

Choose Your Own Adventure - The Independent Reading Adventure

Book: Grab a chapter book to do this, if you do not have one at your house you can use Audible to listen to one or Epic Books or Libby/Overdrive.

Choice in completion:

You can either type this out in a document: Google Doc, Word, Etc. OR record this in a video or audio-only format.

Details for Written Response

- Write a healthy response for each section that requires a written answer, meaning a long paragraph.
- Include the title, author, genre of your book on the paper.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.
- Do this by hand by printing it out or take a picture of it.

Required Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Make sure your response answers the questions fully.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.

Connect four boxes vertically, horizontally, or diagonally to select your other four required elements.

<p>Quotes: Copy down 3 meaningful quotes from the book and explain the meaning of each quote. Describe why it is important.</p>	<p>Character changes: How does your main character change throughout the story? Answer using evidence. Add two pictures or drawings that show what your character is thinking or doing.</p>	<p>Setting: Draw or describe a background that shows the setting of one or more important scenes for the characters.</p>	<p>Song: Find song lyrics that connect. Write the lyrics, including the song, artist, and a 2-3 sentence explanation of how the song related to the book.</p>
<p>Setting: Draw or describe a background that shows the setting of one or more important scenes for the characters.</p>	<p>Timeline: Create a timeline with 10 important events in the book. Each event must be a complete sentence.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the meaning of each quote. Describe why it is important.</p>	<p>Character changes: How does your main character change throughout the story? Answer using evidence. Add two pictures or drawings that show what your character is thinking or doing.</p>
<p>Lessons learned: Add images and/or words to show lessons your main character learns throughout the book. Write about what the lessons teach them. Does this teach you any lessons?</p>	<p>Setting: Draw or describe a background that shows the setting of one or more important scenes for the characters.</p>	<p>Character changes: How does your main character change throughout the story? Answer using evidence. Add two pictures or drawings that show what your character is thinking or doing.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the meaning of each quote. Describe why it is important.</p>
<p>Character changes: How does your main character change throughout the story? Answer using evidence. Add two pictures or drawings that show what your character is thinking or doing.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the meaning of each quote. Describe why it is important.</p>	<p>Lessons learned: Add images and/or words to show lessons your main character learns throughout the book. Write about what the lessons teach them. Does this teach you any lessons?</p>	<p>Setting: Draw or describe a background that shows the setting of one or more important scenes for the characters.</p>

Choice 2: The Picture Book Read Aloud Adventure

On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.

Choose Your Own Adventure - Picture Book Read Alouds

Love picture books being read aloud? Me too! Here is your chance to listen to a different picture book being read aloud every day and analyze the book using the question asked each day.

Project requirement:

- Watch the video posted for each day in the table below.
- Respond either in writing or by posting a recording of your answer.

Choice in completion:

You can either type this out in a document: Google Doc, Word, etc. OR record this in a video or audio-only format

Details for Written Response

- Write a response for each question meaning a long paragraph.
- You should use evidence from the read aloud. You can use either a quote (stop the video to write it down) or write about a specific section of the picture book.
- Include the title and author of your book on the paper.

Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each recording by saying the question you are answering.
- Make sure your response answers the questions fully.

Day	Title of Picture Book	Video link	Questions to discuss
Day 1	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg	What did the author want you to learn? How does the main character change throughout the story? How do you know?
Day 2	Each Kindness	https://www.youtube.com/watch?v=kj7Oc0ZoQjM	What is the lesson of <u>Each Kindness</u> ? How do you know?
Day 3	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg	What did the author want you to learn? How does the main character change throughout the story? How do you know?
Day 4	The Bad Seed	https://www.youtube.com/watch?v=uqsGoiz-ufg&list=PLiYzMwyBPG96EDjV7MAohaCnXoQnqiBmG&index=20&t=0s	In the book, the people who surround our main character see a certain way - how do you think what others think about him changes his actions? How do you connect to this story?
Day 5	A Bad Case of the Stripes	https://www.youtube.com/watch?v=cKaQXmRvpvw	Why is Camilla worried? What does she learn? What can this teach you about your own life?
Day 6	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg	What did the author want you to learn? How does the main character change throughout the story? How do you know?
Day 7	Wolfie the Bunny	https://www.youtube.com/watch?v=BiU0Z9P2E4s	What did Dot use as evidence for understanding Wolfie? How did her view influence how she viewed Wolfie? How does this relate to your own life?
Day 8	On the Day You Begin	https://www.readbrightly.com/brightly-storytime-the-day-you-begin/	How does our main character change throughout the story? How do you know? How does this story connect with your own life?
Day 9	The True Story of The Three Little Pigs	https://www.youtube.com/watch?v=1Q01X8JU3GU	How does hearing the story from the Wolf show us what we have missed? What happens to our understanding if we only see one side of the story?
Day 10	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg	What did the author want you to learn? What language stood out to you? How does the main character change throughout the story? How do you know?

Choice 3: The Learn Something New Adventure

Ever wanted a chance to learn more about a new topic? Now is the chance. Come up with a learning plan, learn more about your topic, and then show your learning when you return to school or virtually.

Choose Your Own Adventure - The Learn Something New Project

Ever wanted a chance to learn more about a new topic? Now is the chance. Come up with a learning plan, learn more about your topic, and then show your learning when you return to school or virtually.

Project Requirements:

- Choose something you want to learn more about - remember your topic should be something you don't know much about and cannot find all of the answers in one place on Google. They will need learning from many sources or experiences to answer.
- Fill in the learning plan to show what you will be learning and how you will challenge yourself.
- Do the learning on your own or with your family.
- Create a product to showcase your learning - you have many choices of what to create.

Independence Expectations:

- This is a project that will require that you plan part of the project each day. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
 - The topic you choose to learn more about can be one that you already know something about or one that you know very little about.
 - There should be NEW learning throughout, not just a summary of what you already know.
-

Details for End Product

- Your end product can take many forms: A podcast, a story, a presentation, a speech, or something else you imagine.
- Your end product should showcase new learning for you.
- Record where you learned your information - the name of the book, website, person.

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

What is your topic?
How much do you already know about this topic? ----- Nothing ----- Very little ----- Some, but I can learn much more
How will this project challenge you?
What types of resources do you plan on using?
How will you know you have successfully learned something?
What do you plan on creating to show off your newfound knowledge? What is your end project idea?

Choice 4: The Graphic Novel Adventure

Want a chance to explore graphic novel writing? Read a graphic novel and then write your own. Write each day and be ready to share some of your great work when you return to school or virtually.

Choose Your Own Adventure - Graphic Novel Writing

Project Requirements:

- Read a graphic novel or comics.
- Think about your own story that you could write as a graphic novel.
- Write two or more pages each day in words and in pictures.

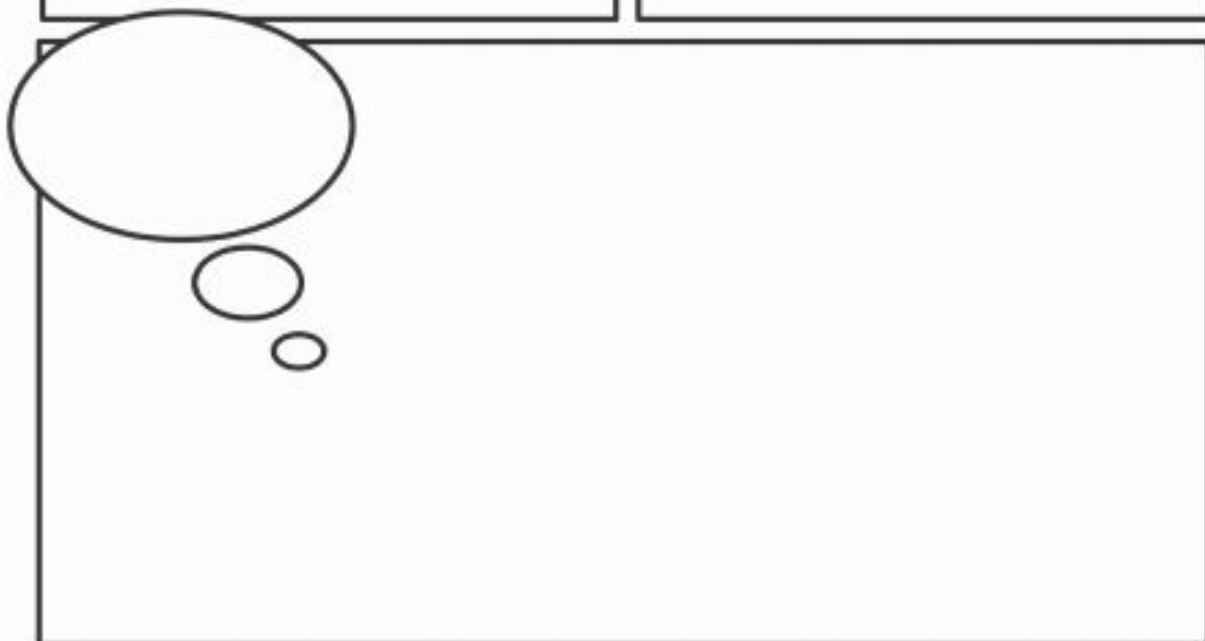
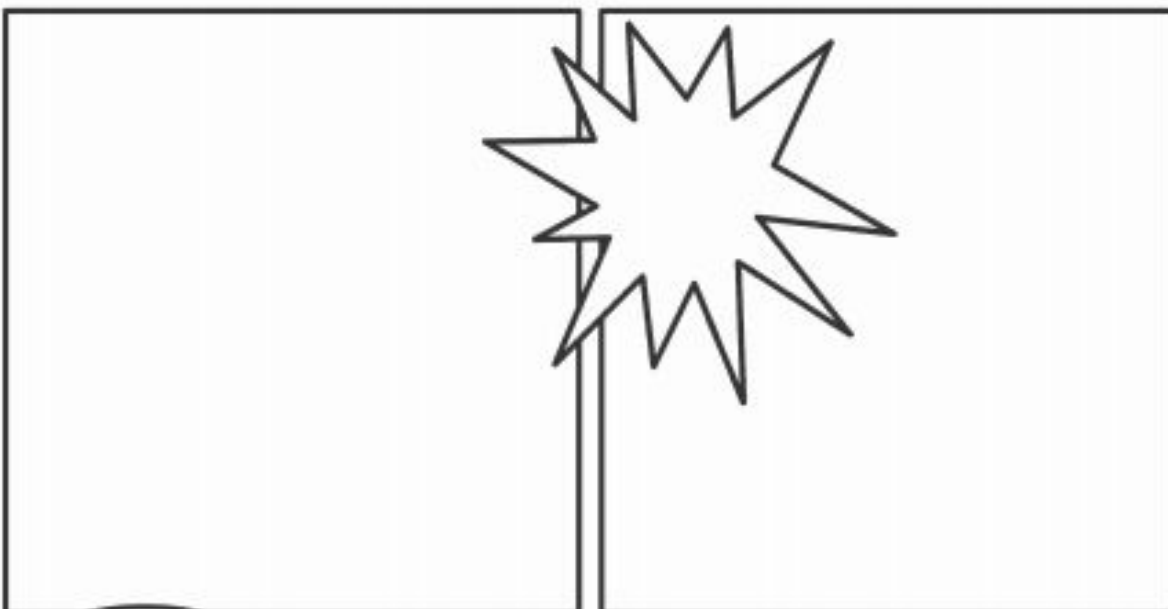
Independence Expectations:

- This is a project that will require that you plan part of the project each day. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The graphic novel you choose to read should be a new one and the writing should be a new story.
- You can draw the graphic novel by hand, use a template, or make one [online](#).

Day-by-Day Breakdown

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	





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Understanding of Place Value

Name: _____

Set A

- 1** Write the number 78,215 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 78,215 in expanded form and word form.

- 2** Write the number 540,632 in the place-value chart.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

Write 540,632 in expanded form and word form.

Set B

- 3** Show different ways to make 25,302.

_____ thousands + _____ hundreds + _____ ones

_____ hundreds + _____ ones

_____ ones

- 4** Show different ways to make 708,496.

_____ hundred thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ tens + _____ ones

Set B *continued*

5 Show different ways to make 492,623.

_____ ten thousands + _____ thousands + _____ hundreds +
_____ tens + _____ ones

_____ thousands + _____ tens + _____ ones

_____ hundreds + _____ ones

6 Write 841,620 in three different ways.

7 Why do both of these show 27,974?

$20,000 + 7,000 + 900 + 70 + 4$

$27 \text{ thousands} + 97 \text{ tens} + 4 \text{ ones}$

Comparing Multi-Digit Numbers

Name: _____

Set A

Write the symbol that makes each statement true. Use $>$, $<$, or $=$.

1 23,230 _____ 2,323 **2** 33,003 _____ 33,030 **3** 9,999 _____ 10,000

4 40,404 _____ 40,040 **5** 52,177 _____ 52,771 **6** 421,073 _____ 412,730

Set B

7 Circle all the numbers that are less than 78,265.

78,000 79,000 70,000 80,000 78,200 78,300

8 Circle all the numbers that are less than 45,763.

46,000 40,000 50,000 45,700 45,800 45,000

9 Circle all the numbers that are greater than 108,427.

108,000 108,400 108,500 109,000 108,430 108,420

10 How did you solve problem 7?

Rounding Whole Numbers

Name: _____

Round each number to the nearest ten.

1 72

2 172

3 2,572

4 101,372

Round each number to the nearest hundred.

5 180

6 1,180

7 56,180

8 980

9 1,980

10 56,980

Round each number to the nearest thousand.

11 7,750

12 17,750

13 25,750

14 70,750

Round each number to the nearest ten thousand.

15 65,321

16 165,321

17 185,321

18 205,321

19 Round 307,451 to each place value given below.

to the nearest thousand: _____

to the nearest hundred: _____

to the nearest ten: _____

Using Strategies to Add

Name: _____

Add using different strategies.

$$\begin{array}{r} \mathbf{1} \quad 4,000 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 4,010 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 4,121 \\ + 6,215 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 3,000 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 2,999 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 2,990 \\ + 6,871 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 5,020 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 4,990 \\ + 1,491 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 4,950 \\ + 1,491 \\ \hline \end{array}$$

10 What strategies did you use to solve the problems? Explain.

11 Check your answer to problem 6 by solving it with a different strategy. Show your work.

Using the Standard Algorithm to Add Greater Numbers

Name: _____

Estimate the sum of each addition problem to check if the student's answer is reasonable. If not, cross out the answer and write the correct answer.

Addition Problems	Student Answers
$\begin{array}{r} 8,997 \\ + 2,301 \\ \hline \end{array}$	$\begin{array}{r} \del{31,998} \\ 11,298 \end{array}$ <p>Estimate: $\begin{array}{r} 9,000 \\ + 2,000 \\ \hline 11,000 \end{array}$</p>
$\begin{array}{r} 23,411 \\ + 35,507 \\ \hline \end{array}$	$12,918$
$\begin{array}{r} 72,418 \\ + 41,291 \\ \hline \end{array}$	$113,709$
$\begin{array}{r} 67,802 \\ + 3,443 \\ \hline \end{array}$	$10,225$
$\begin{array}{r} 5,188 \\ + 9,024 \\ \hline \end{array}$	$6,112$

Using the Standard Algorithm to Add Greater Numbers *continued*

Name: _____

Addition Problems	Student Answers
$\begin{array}{r} 21,822 \\ + 75,333 \\ \hline \end{array}$	$97,155$
$\begin{array}{r} 60,125 \\ + 69,205 \\ \hline \end{array}$	$75,330$
$\begin{array}{r} 4,899 \\ 5,224 \\ + 9,296 \\ \hline \end{array}$	$108,209$

1 How does estimating an addition problem help you know if an answer is reasonable?

2 Can an answer be incorrect even if it looks reasonable? Explain.

Using Strategies to Subtract

Name: _____

Subtract.

$$\begin{array}{r} \mathbf{1} \quad 4,003 \\ - \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 13 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - \quad 103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 1,103 \\ \hline \end{array}$$

$$\begin{array}{r} 4,003 \\ - 2,103 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 2,000 \\ - 1,999 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,990 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,985 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,500 \\ \hline \end{array}$$

$$\begin{array}{r} 2,000 \\ - 1,490 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 3,007 \\ - \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - \quad 307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 1,307 \\ \hline \end{array}$$

$$\begin{array}{r} 3,007 \\ - 2,307 \\ \hline \end{array}$$

4 What strategy did you use to find the differences for problem 2? Explain.

5 How could you check your answer to one of the problems using another strategy?

Using the Standard Algorithm to Subtract Greater Numbers

Name: _____

Estimate. Circle all the problems with differences between 30,000 and 60,000. Then find the differences of only the circled problems.

1
$$\begin{array}{r} 95,217 \\ - 39,871 \\ \hline \end{array}$$

2
$$\begin{array}{r} 62,554 \\ - 31,618 \\ \hline \end{array}$$

3
$$\begin{array}{r} 92,023 \\ - 71,578 \\ \hline \end{array}$$

4
$$\begin{array}{r} 84,724 \\ - 43,951 \\ \hline \end{array}$$

5
$$\begin{array}{r} 56,417 \\ - 24,009 \\ \hline \end{array}$$

6
$$\begin{array}{r} 71,677 \\ - 13,197 \\ \hline \end{array}$$

7
$$\begin{array}{r} 99,902 \\ - 33,227 \\ \hline \end{array}$$

8
$$\begin{array}{r} 87,591 \\ - 46,280 \\ \hline \end{array}$$

9
$$\begin{array}{r} 90,434 \\ - 51,533 \\ \hline \end{array}$$

10
$$\begin{array}{r} 78,282 \\ - 40,983 \\ \hline \end{array}$$

11
$$\begin{array}{r} 71,731 \\ - 61,320 \\ \hline \end{array}$$

12
$$\begin{array}{r} 50,118 \\ - 18,306 \\ \hline \end{array}$$

13
$$\begin{array}{r} 86,496 \\ - 54,101 \\ \hline \end{array}$$

14
$$\begin{array}{r} 59,176 \\ - 17,222 \\ \hline \end{array}$$

15
$$\begin{array}{r} 89,971 \\ - 11,499 \\ \hline \end{array}$$

16 Use estimation and addition to check one of your answers. Show your work.

17 How does checking with addition compare with checking using estimation?

Multiplication in Word Problems

Name: _____

Use a strategy of your choice to solve each problem.

- 1** The library has 5 mystery books on a shelf. It has 4 times as many fiction books on another shelf. How many fiction books are on the shelf?

There are _____ fiction books on the shelf.

- 3** Violet has 3 markers. She has 6 times as many colored pencils as markers. How many colored pencils does she have?

Violet has _____ colored pencils.

- 5** Tasha used 8 tomatoes to make salsa. She used 4 times as many tomatoes to make sauce. How many tomatoes did Tasha use to make sauce?

Tasha used _____ tomatoes to make sauce.

- 7** There are 9 school buses in the parking lot. There are 6 times as many cars as school buses in the parking lot. How many cars are in the parking lot?

There are _____ cars in the parking lot.

- 2** Paul runs 2 laps around the gym. Carrie runs 6 times as many laps as Paul. How many laps does Carrie run?

Carrie runs _____ laps.

- 4** Owen draws 7 comics in April. He draws 3 times as many comics in May. How many comics does Owen draw in May?

Owen draws _____ comics in May.

- 6** There are 7 pear trees on a farm. There are 7 times as many apple trees as pear trees. How many apple trees are on the farm?

There are _____ apple trees.

- 8** There are 8 vases at an art show. There are 9 times as many paintings as vases at the art show. How many paintings are at the art show?

There are _____ paintings at the art show.

- 9** Write and solve a word problem for this equation: $5 \times 6 = ?$

IT'S A MATCH

To reveal an amazing fact, figure out each of these and write the answer. Then write each letter above its matching answer at the bottom of the page. Some letters appear more than once.

a. $64 \div 2 =$ _____ **T**

b. $186 \div 2 =$ _____ **V**

c. $132 \div 2 =$ _____ **D**

d. $78 \div 2 =$ _____ **H**

e. $48 \div 2 =$ _____ **A**

f. $520 \div 2 =$ _____ **N**

g. $96 \div 2 =$ _____ **S**

h. $462 \div 2 =$ _____ **G**

i. $320 \div 2 =$ _____ **L**

j. $248 \div 2 =$ _____ **E**

k. $126 \div 2 =$ _____ **I**

l. $280 \div 2 =$ _____ **R**

m. $86 \div 2 =$ _____ **F**

n. $68 \div 2 =$ _____ **P**

o. $420 \div 2 =$ _____ **W**

p. $44 \div 2 =$ _____ **O**

q. $484 \div 2 =$ _____ **C**

63	66	124	260	32	63	242	24	160

32	210	63	260	48

66	22

260	22	32

39	24	93	124

63	66	124	260	32	63	242	24	160

43	63	260	231	124	140	34	140	63	260	32	48

RACE TRACK

Figure out and write the answers to these as fast as you can.

Time Taken:

START

$72 \div 9 = \underline{\quad}$ $63 \div 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$ $48 \div 8 = \underline{\quad}$ $54 \div 6 = \underline{\quad}$

$42 \div 6 = \underline{\quad}$ $64 \div 8 = \underline{\quad}$

$56 \div 8 = \underline{\quad}$ $63 \div 9 = \underline{\quad}$

$48 \div 6 = \underline{\quad}$ $54 \div 9 = \underline{\quad}$ $72 \div 8 = \underline{\quad}$

$81 \div 9 = \underline{\quad}$ $42 \div 7 = \underline{\quad}$ $36 \div 6 = \underline{\quad}$

$49 \div 7 = \underline{\quad}$

FINISH

Use the classroom clock to time yourself.

What's Energy Got To Do With It?

Where's Energy?

Location: Inside and outside where you live.

Challenge: Find evidence of energy use.

Who: You and any energy detective who will help (like brothers, sisters, parents, or friends).

- 1. What to find:** Find examples of energy use in your home and neighborhood.
- 2. What to look for:** We use energy for everything we do. Look for objects that run on energy. What's moving? What's changing? What's doing work?
- 3. What to record:** Draw and write about what you find. Complete the table on the next page. Is there a way alternative energy could energize your house?
- 4. What to report:** Bring this sheet to class. Be ready to **share** what you have found.

Science Words

Energy: Energy is the ability to do work. Energy also causes change. Energy keeps milk cold, cooks oatmeal, heats water to clean the dishes, and warms or cools the kitchen. Energy powers the school bus and all the kids on board. Energy changes the way we live.

Alternative energy: Fuel sources that are not made from fossil fuels. Examples include wind, solar, biomass, and water energy.

Fossil fuel: Energy from the remains of plants and animals that died millions of years ago. Three types of fossil fuels are coal, oil, and natural gas.

Renewable energy: A source of energy that can easily be replaced.

Nonrenewable energy: A source of energy that we are using up. Once nonrenewable energy is gone, there is no more of it.



Credit: Muskoka/Shutterstock.com

Take-Home Science

Name _____

Date _____

Energy at Home

What uses energy?	What kind of energy?	What is the source?	Is this a renewable resource?	Big ideas and questions
My music player	Electrical energy	When I am at home, I plug in my music player to save the power in the battery. Electricity at our house is made by hydroelectric power.	<input checked="" type="radio"/> YES <input type="radio"/> NO	Could I charge the batteries using a solar cell? Does a dam affect animal habitats?
			<input type="radio"/> YES <input type="radio"/> NO	
			<input type="radio"/> YES <input type="radio"/> NO	
			<input type="radio"/> YES <input type="radio"/> NO	
			<input type="radio"/> YES <input type="radio"/> NO	

The Mississippi River



The Mississippi is the chief river of the United States. It is also one of the world's major waterways. The mighty Mississippi got its name from early Native Americans. They called it Miss-Sipi—"the great river."

Mapping the River

The Mississippi is North America's third longest river. Its length stretches from 2,300 to 2,552 miles (3,701 to 4,107 kilometers). The river's source is near Lake Itasca in northern Minnesota. It then winds south toward the Louisiana coast. It finally fans out through the Mississippi Delta into the Gulf of Mexico.

Early History

People may have been living in the Mississippi Valley as far back as 10,000 B.C. Early Native Americans used the river to trade goods. Hernando de Soto of Spain was the first known European to explore the river. He crossed the waterway in 1541. By then, Native Americans had built communities in the Mississippi Valley.

French Explorers

French explorers followed de Soto. They hoped to use the river to build France's North American fur trade. In 1673, Jacques Marquette and Louis Jolliet traveled along the Mississippi. They explored as far south as the Arkansas River. In 1682, French explorer Robert Cavelier, Sieur de La Salle, entered the Mississippi by way of the Illinois River. His journey took him all the way to the Gulf of Mexico.

La Salle claimed the area between the Mississippi and the Appalachians for France. He did the same for the land between the river and the Rockies. He named the new territory Louisiana, after France's King Louis XIV.

Part of a Vast New Nation

The Mississippi played a major role in U.S. history. It became the country's western boundary when America won its freedom from Great Britain in 1783. In 1803, U.S. leaders purchased the Louisiana Territory from France. The Mississippi suddenly flowed through the center of a vast new nation, from the Atlantic Ocean to the Rockies.

By the early 1800s, the first steamboats appeared on the river. That led to the growth of farms near the river. In turn, new cities and industries began springing up across the Midwest.

Fierce Flooding

People still depend on the Mississippi River. Yet they also struggle to control the great river. Floods along the Mississippi have caused billions of dollars in property damage. They have also claimed lives. The government has built dams, levees, and locks to help prevent the flooding.

Name: _____

Grade 4 Social Studies

Fact Finder

Article Name:

Topic/Main Idea:

Key Details:

- 1 _____
- 2 _____
- 3 _____

New Words:

- 1 _____
- 2 _____
- 3 _____

Most interesting fact I learned: _____



Question I have now: _____



Farm Chores Comic Strip

Directions: Write a sentence explaining what is happening in each picture.





Word Search

Directions: Find the verbs listed below hidden in the puzzle and circle them.
Then write the three forms of the verb in the table.

F T V X N L Y A J F F G K O
U D A I C R E A T E D U L M
H L B K Q U R G F I Y B N E
S P O K E N H N B L H E L A
V C R X D N E M H B S M D N
R Q O O W T E P C O R E T T
W U S O T A Z Y H U Y Q X N
G K N I O E Q C Z O I H W G
G K R E U Q C A R Y Q D U S
U W C O I K G T J D X Z I U
G B F P F M S F E R Z N R N
N M E A T E N K S D D Q F G
C G Q T D U A P R N T X D J
Z Q F W F B K H K D T K V A

	Verb	Past	Past Participle
1.	take		
2.	destroy		
3.	choose		
4.	create		
5.	eat		
6.	protect		
7.	bake		
8.	write		
9.	know		
10.	speak		
11.	sing		
12.	mean		