At Home Learning Resources

Grade 4 - Week 4

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/
The second article is also online, but does not have the read aloud option.
https://www.timeforkids.com/g34/8-questions-jerry-craft/

Read both texts and complete the activities that follows. Enjoy!

COVER BUSINESS

TFK's Shay Maunz learns about a new wave of graphic novels for kids that's changing the way people think about comics.

When Raina Telgemeier was a kid in the 1980s, she fell in love with comics. "They were the perfect combination of all the things I liked: characters and stories and humor and artwork," she told *TIME for Kids*.

But she had a problem: a shortage of reading material. Two types of comics were widely available to kids. There were comic books about superheroes. But those weren't her thing. She wanted comics that told stories she could relate to as an ordinary kid. And there were newspaper comic strips. Telgemeier loved some of them, especially *Calvin and Hobbes*. But she wanted more.

At around 10, she started drawing her own comics. Twenty-three years later, she published *Smile*. It's about Telgemeier's middle school experiences with braces and dental surgery.

Before *Smile* was published, in 2010, it wasn't clear the book would succeed. People in the publishing industry had doubts. They figured kids wouldn't enjoy a graphic novel about an average girl.

They were wrong. *Smile* became a Number 1 best-seller. Since then, Telgemeier has published several more popular graphic novels. There are more than 18 million copies of her books in print. Telgemeier's success has made a big impact. Industry experts say she paved the way for many more graphic novels for kids.

THEN AND NOW

Comics have been around since at least the 19th century. Traditional comic books are short. Often, they're about adventure or superheroes. "Comics have this history . . . of either being very funny and silly or having a lot of punching of things," Gina Gagliano says. She works on graphic novels at Random House. That's a publishing company.

Today's graphic novels are different. Authors use comics to tell a book-length story. It can be any genre. It can be realistic.

In 2018, sales of graphic novels for kids and teens

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

Business | Books

8 Questions for Jerry Craft

March 27, 2020

Shay Maunz

HOLLIS KING

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 Teglemeier [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.

TIME for KIDS COMPREHENSION QUIZ

Name ..... **Date** .....

Comic Craze! March 27, 2020

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.

RI.3.4; RI.4.4

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

RI.3.1; RI.4.1

2. Which of the following are *not* traditional to comics?

A. humorous situations

B. pictures

C. superheroes

D. realistic stories.

RI.3.3; RI.4.3

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.

RI.3.8; RI.4.8

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%.

RI.3.6; RI.4.6

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.

RI.3.3; RI.4.3

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.

W.3.2; W.4.2

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

Name: _____

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 ÷ 4 = _____ **2** 7,058 ÷ 9 = _____ **3** 2,726 ÷ 9 = _____

4 7,429 ÷ 5 = _____ **5** 3,506 ÷ 9 = _____ **6** 8,318 ÷ 8 = _____

7 7,645 ÷ 2 = _____ **8** 4,113 ÷ 4 = _____ **9** 3,196 ÷ 5 = _____

10 5,018 ÷ 7 = _____ **11** 8,127 ÷ 6 = _____ **12** 6,155 ÷ 3 = _____

13 What strategies did you use to estimate the quotients? Explain.

14 Check one of your answers by solving it with a different strategy. Show your work.

Understanding of Equivalent Fractions

Name: _____

Write the missing numbers in the boxes to make each equation true.

1 $\frac{2}{4} \times \frac{\square}{\square} = \frac{8}{16}$

2 $\frac{2}{3} \times \frac{\square}{\square} = \frac{12}{18}$

3 $\frac{5}{6} \times \frac{\square}{\square} = \frac{25}{30}$

4 $\frac{2}{3} \times \frac{\square}{3} = \frac{6}{\square}$

5 $\frac{3}{8} \times \frac{5}{\square} = \frac{15}{\square}$

6 $\frac{5}{6} \times \frac{\square}{\square} = \frac{\square}{12}$

7 $\frac{5}{\square} \times \frac{\square}{\square} = \frac{15}{24}$

8 $\frac{2}{\square} \times \frac{4}{\square} = \frac{\square}{12}$

9 $\frac{\square}{8} \times \frac{2}{\square} = \frac{\square}{16}$

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

Using Common Numerators and Denominators

Name: _____

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

1 $\frac{3}{4}$ ◯ $\frac{3}{8}$

2 $\frac{2}{3}$ ◯ $\frac{4}{5}$

3 $\frac{1}{5}$ ◯ $\frac{2}{10}$

4 $\frac{2}{10}$ ◯ $\frac{23}{100}$

5 $\frac{7}{8}$ ◯ $\frac{3}{4}$

6 $\frac{7}{12}$ ◯ $\frac{5}{6}$

7 $\frac{10}{12}$ ◯ $\frac{5}{6}$

8 $\frac{53}{100}$ ◯ $\frac{1}{2}$

9 $\frac{2}{8}$ ◯ $\frac{9}{12}$

10 $\frac{1}{6}$ ◯ $\frac{3}{12}$

11 $\frac{4}{5}$ ◯ $\frac{77}{100}$

12 $\frac{1}{3}$ ◯ $\frac{5}{12}$

13 $\frac{1}{4}$ ◯ $\frac{2}{12}$

14 $\frac{9}{10}$ ◯ $\frac{90}{100}$

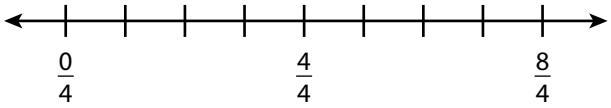
15 $\frac{2}{3}$ ◯ $\frac{3}{6}$

16 Show a model you can use to check your answer to problem 12.

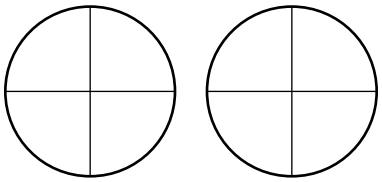
Understanding of Fraction Addition and Subtraction

Name: _____

1 Label the number line and use it to show $\frac{3}{4} + \frac{3}{4}$.

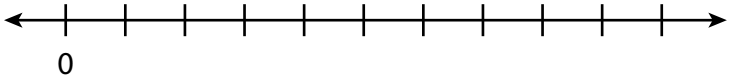


Shade the area model to show $\frac{3}{4} + \frac{3}{4}$.

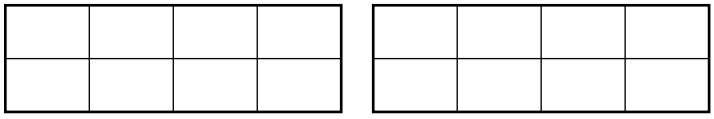


Write the sum. $\frac{3}{4} + \frac{3}{4} =$

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



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



Write the difference. $\frac{10}{8} - \frac{4}{8} =$

Name: _____

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

Name: _____

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

1 $\frac{1}{6} + \frac{4}{6} = \frac{\square}{6}$

2 $\frac{1}{8} + \frac{4}{8} = \frac{\square}{\square}$

3 $\frac{1}{10} + \frac{4}{10} = \frac{\square}{\square}$

4 $\frac{4}{12} + \frac{\square}{\square} = \frac{7}{12}$

5 $\frac{4}{6} + \frac{\square}{\square} = \frac{7}{6}$

6 $\frac{4}{3} + \frac{\square}{\square} = \frac{7}{3}$

7 $\frac{\square}{\square} + \frac{2}{4} = \frac{5}{4}$

8 $\frac{\square}{\square} + \frac{2}{10} = \frac{5}{10}$

9 $\frac{\square}{\square} + \frac{2}{8} = \frac{5}{8}$

10 $\frac{\square}{6} + \frac{2}{6} = \frac{\square}{6}$

11 $\frac{\square}{5} + \frac{1}{5} = \frac{\square}{5}$

12 $\frac{4}{10} + \frac{\square}{10} = \frac{\square}{10}$

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

$$\frac{\square}{12} + \frac{5}{\square} = \frac{\square}{12}$$

Subtracting Fractions

Name: _____

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?

Name: _____

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

Name: _____

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.

Catching the Wind

GRADE FOUR - SCIENCE

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.

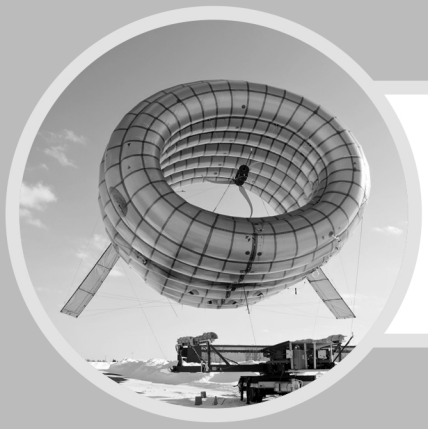
Why wind? Most of the United States's electricity comes from burning **fossil fuels**, such as coal, oil, and natural gas. But there are some problems with these fuels. Burning them can cause air pollution and contribute to **climate change**. The supply of fossil fuels is also limited. They're mined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

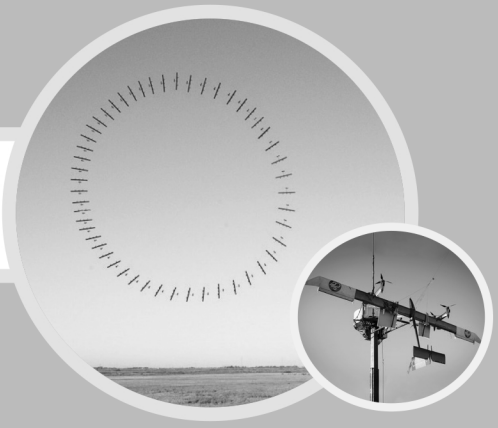
Going for a Spin

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

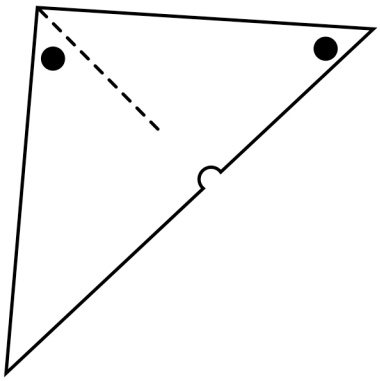
How does a wind wheel work? Find out here.

Materials

- ★ scissors
- ★ hole punch
- ★ straw
- ★ "Wind Wheel" data sheet

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

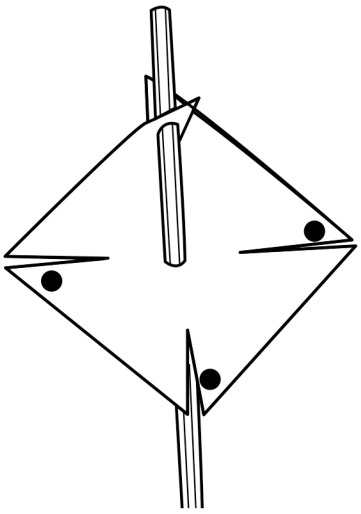
2. Fold the square along one set of diagonal lines—printed side out. Line up the hole punch with the half circle along the folded line. (**Hint:** Only half of the paper will be in your cutting area.) Punch the half circle. When you unfold the paper, there should be a circular hole in the middle.



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.

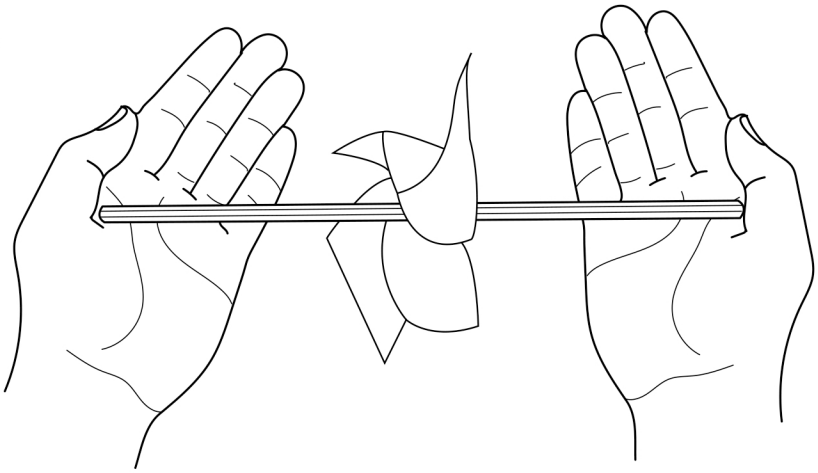


6. Working in a circle, repeat Step 5 with the other three holes.

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.)

9. 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? Record your answer on your data sheet.



Name: _____ Date: _____

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?

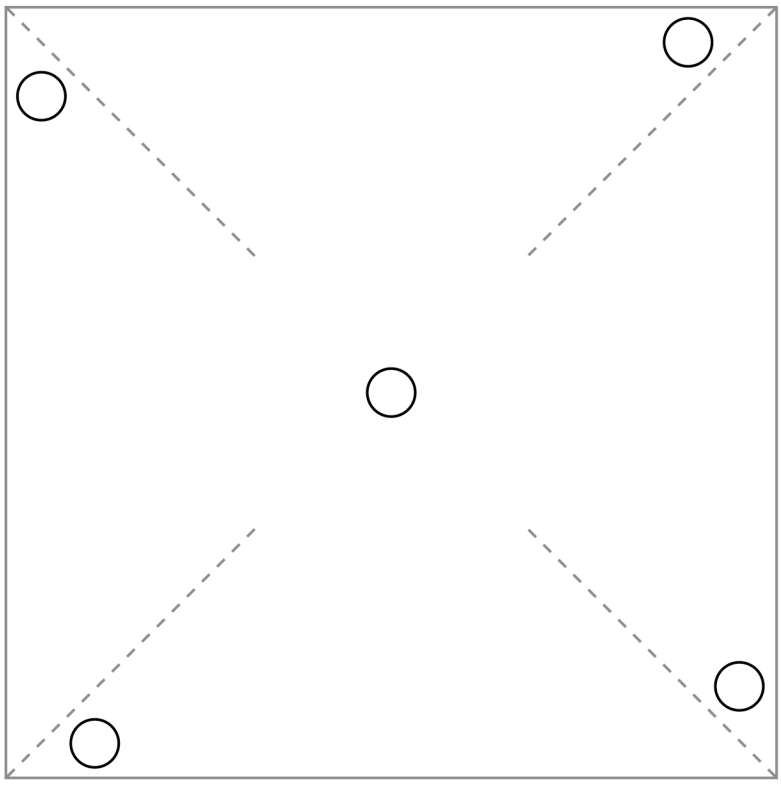
_____

_____

_____

_____

_____



MAKER PROJECTS FOR ELEMENTARY STUDENTS

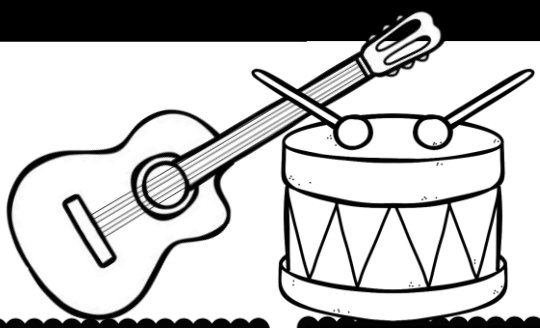
There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you're done, take a picture of your work and share it with your teacher using your class's remote learning platform.

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.

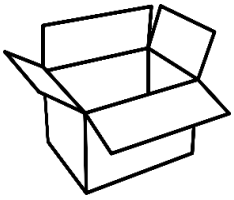
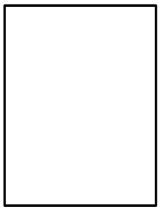
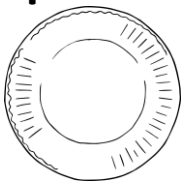
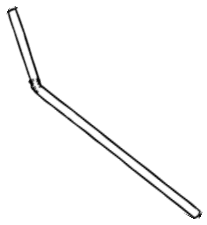
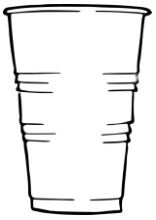
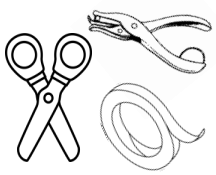
Have fun!

MAKER STATION

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

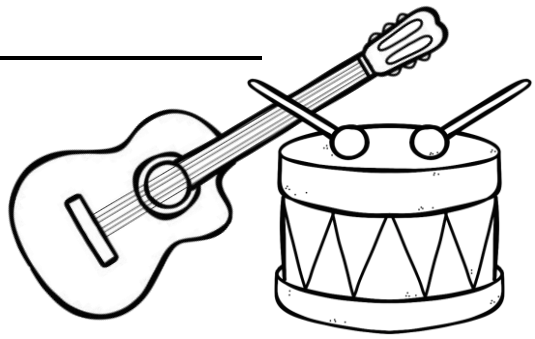
PERCUSSION INSTRUMENTS

HOW-TO VIDEO PLAYLIST

MUSICAL INSTRUMENT
Maker Station Creation

Name: _____

Blueprint



Type of Instrument:

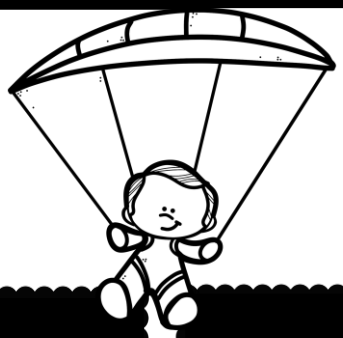
_____

MATERIALS

How does your instrument make sound?

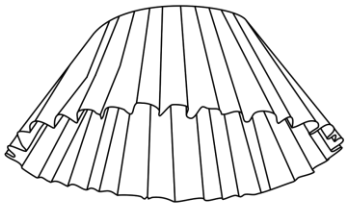
MAKER STATION

Make a parachute and basket for a mini figure.



MATERIALS

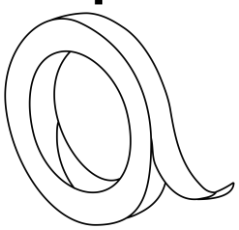
coffee filters



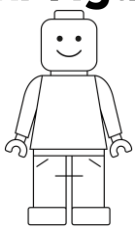
mini cups

string

tape



mini figures



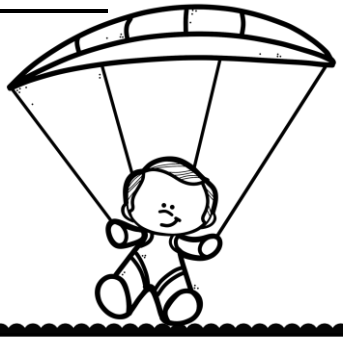
RESOURCES

HOW PARACHUTES WORK

MAKING PARACHUTES

PARACHUTE
Maker Station Creation

Name: _____



Blueprint

MATERIALS

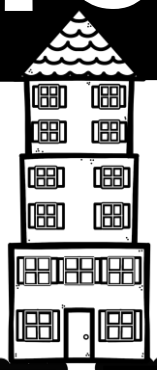
Did your mini figure land safely?

YES **NO**

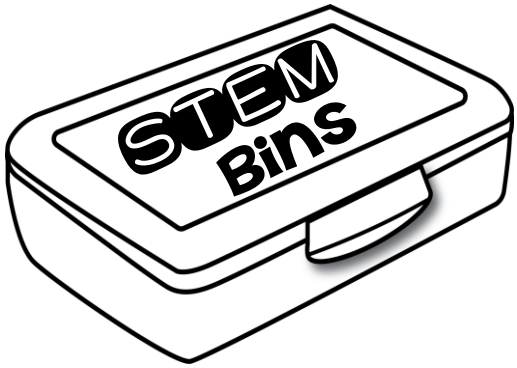
What else can your basket hold?

MAKER STATION

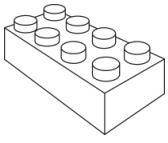
Make a tall tower.



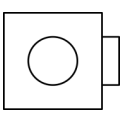
MATERIAL OPTIONS



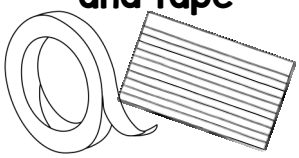
building bricks



linking cubes



index cards and tape



mini cups

wooden planks

magnetic blocks

RESOURCES

STRONG TRIANGLES

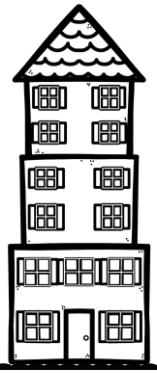
TALLEST BUILDINGS IN THE WORLD

SKYSCRAPERS

CUP TOWERS

TALL TOWER
Maker Station Creation

Name: _____



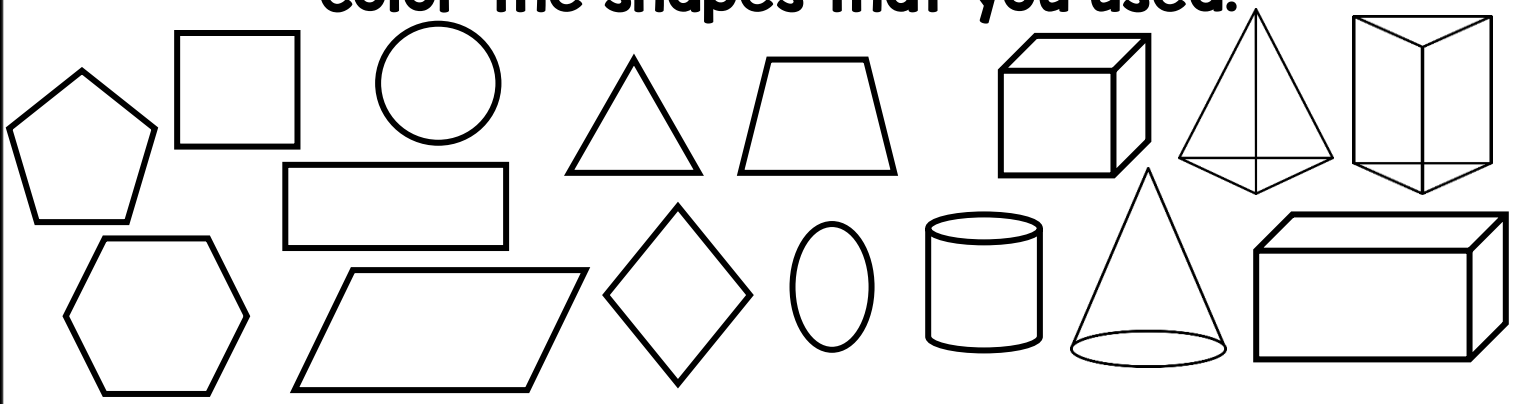
Blueprint

MATERIALS

How tall is your tower?

_____cubes

Color the shapes that you used.



"Give me your tired, your poor, your huddled masses 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

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.

Name _____

All About Immigration

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. G e r **M** a n y

4. ___ ___ ___ **I** ___ ___

5. M i **G** r a t i o n

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 ___Germany___ .
4. Irish come to the United States because of the potato _____ .
5. The Great ___Migration___ 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.

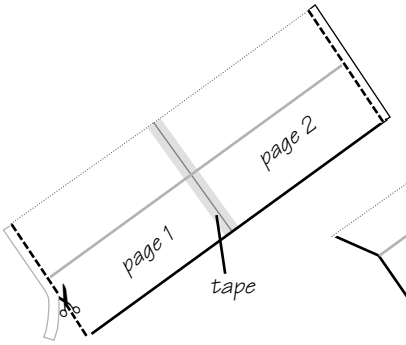
Bon voyage to you and your class as you travel back in time—with a timeline that your students won't want to put down!

How to Assemble the Timeline

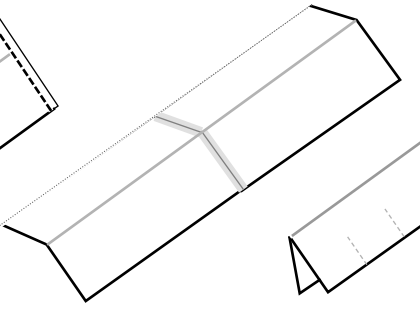
It's easy to create ths timeline. You might demonstrate for students before they assemble one themselves.

1. Print the timeline pages. Make double-sided copies of each page.

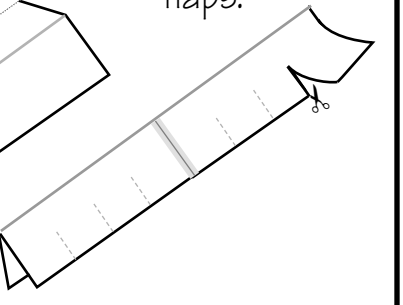
2. Trim along the dotted lines at the edges of each page. Tape together.



3. Fold along the gray line.



4. Cut along the dotted lines to create flaps.



ESL at Home Grades 3-5 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Read a book to your family, but don't let them see the title. Let them take turns to guess the title.	Make a T-chart. Make a list of opposites in your home. **washer** / **dryer** **spoon** / **fork**	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?**	Go outside. Write and draw what you see, hear, think, feel, and smell.	Choose two animals. Draw and label their body parts. Create a venn diagram to compare them.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Create a shadow puppet story on the wall. Write the title, characters, problem, solution, and ending to your story.	Use crackers or candy to write words you find in your home. 	Take a walk in your neighborhood. Use sticks, leaves, and rocks to leave messages for your neighbors. 	Think of someone you would like to interview. Write them a letter with your questions.	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**

Family Descriptions My name is _____

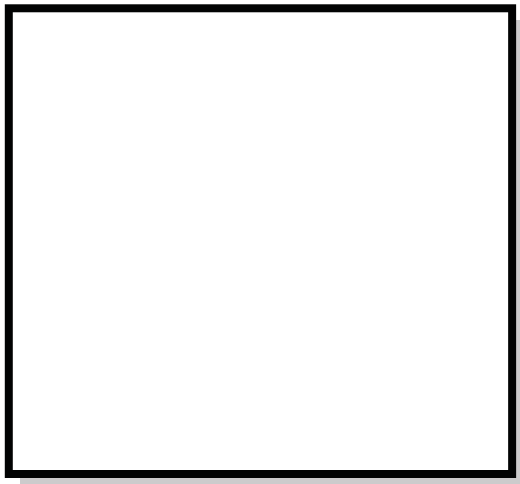
Draw pictures and describe your family

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