

School closure

North Park Elem.

Grade 4

90

1. Choose two assignments to complete each day. Color in a box for each assignment you finish.
2. Choose one daily activity to complete from the calendar.
3. Don't forget to read for at least 20 minutes each day!

Assignment #1					
Assignment #2					

Assignment #1					
Assignment #2					

Name: _____

Date -

Math Review

① $407 - 188 =$

② $85 + 369 =$

③ $23 \times 26 = \underline{\hspace{2cm}}$

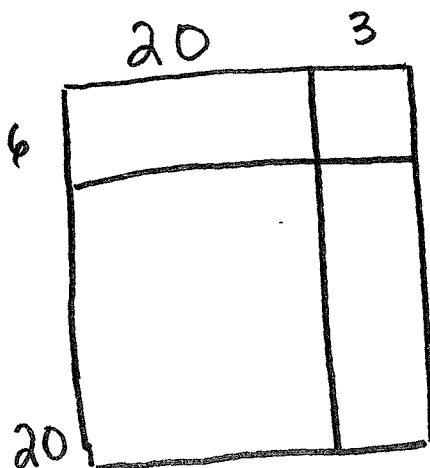
④

$4 \overline{)573}$

$573 \div 4$

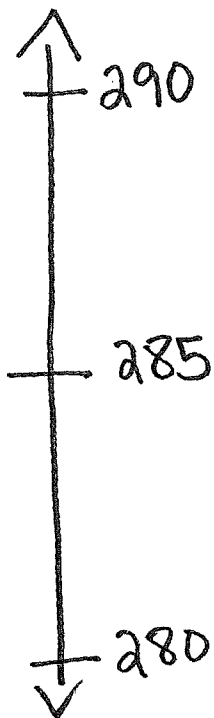
$$\begin{array}{r} 23 \\ \times 26 \\ \hline \end{array}$$

or

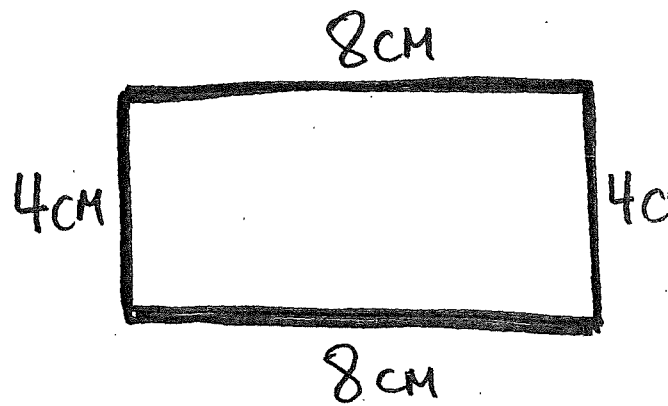


⑤ Round 284 to the nearest ten.

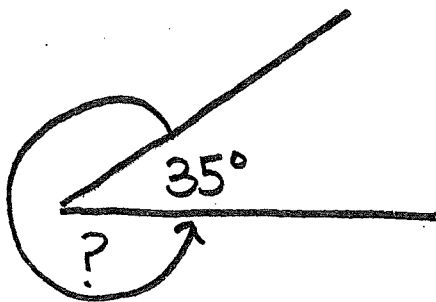
$$284 \approx \underline{\hspace{2cm}}$$



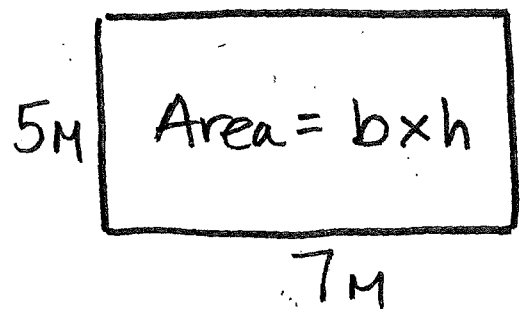
⑥ Find the perimeter of the rectangle below.



⑦ Find the missing angle. (Circle 360°)



⑧ Find the area of the rectangle below.



Date -

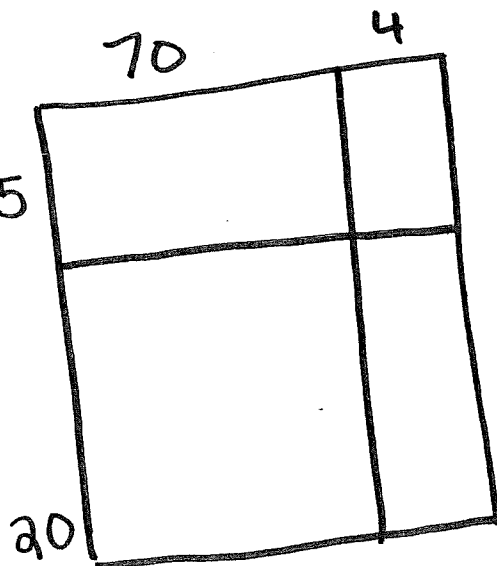
Name: _____

Math Review

① $900 - 381 = \underline{\quad}$ ② $179 + 377 =$

③
$$\begin{array}{r} 74 \\ \times 25 \\ \hline \end{array}$$

or

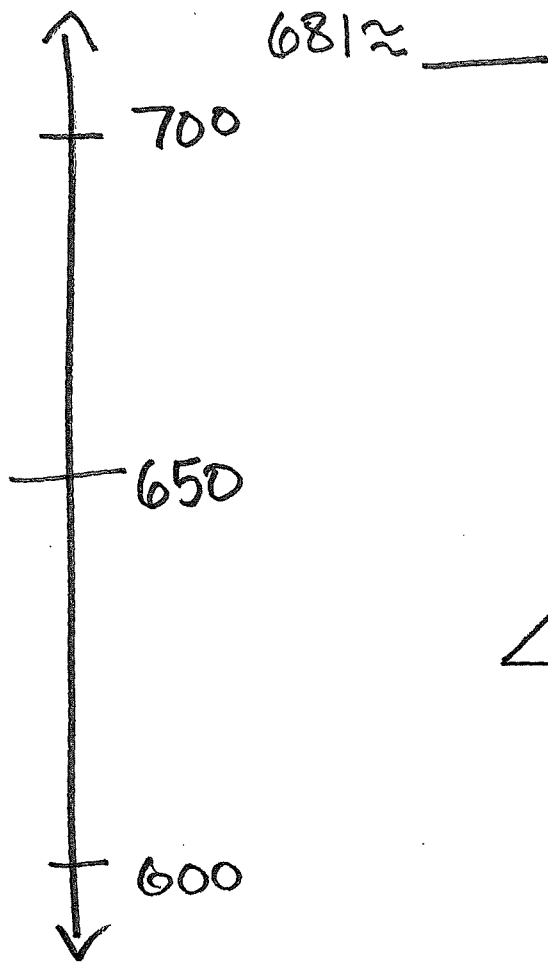


④

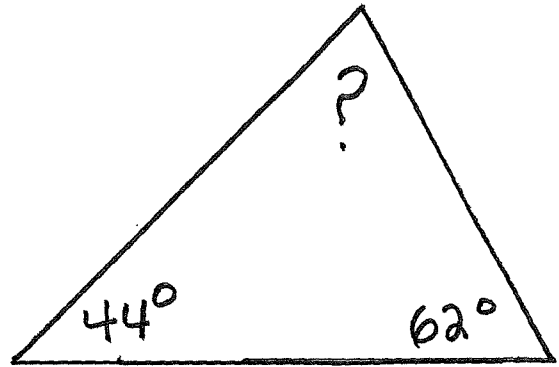
$2 \overline{)617}$

$617 \div 2$

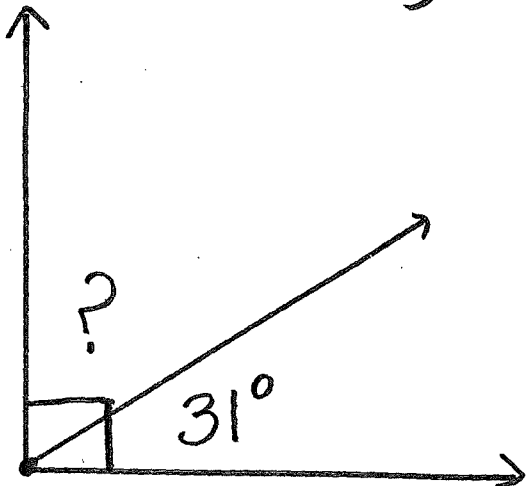
⑤ Round 681 to the nearest hundred.



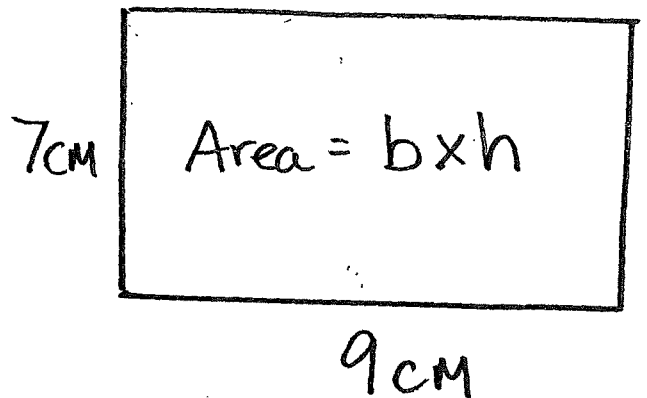
⑥ Find the missing angle in the triangle. (180° in a triangle)



⑦ Find the missing angle. (Right angle 90°)



⑧ Find the area of the rectangle below.



Name: _____

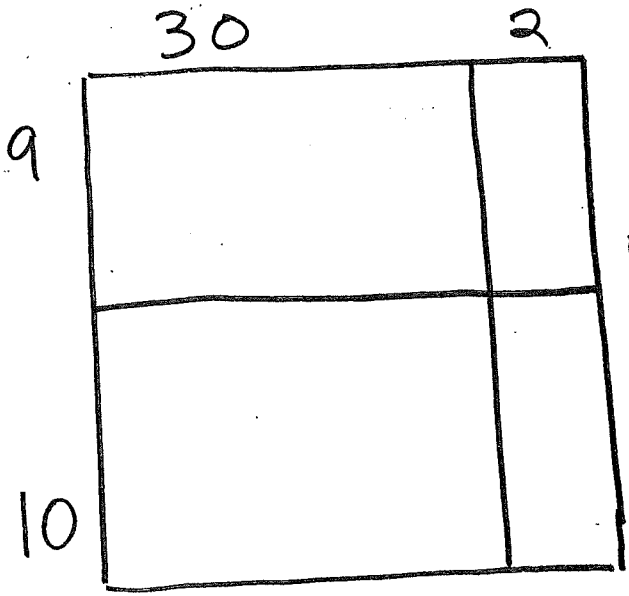
Date -

Math Review

① $523 - 178 =$

② $416 + 287 =$

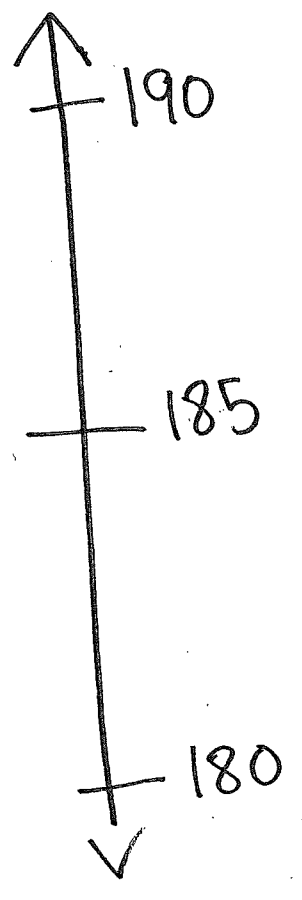
③ 19×32



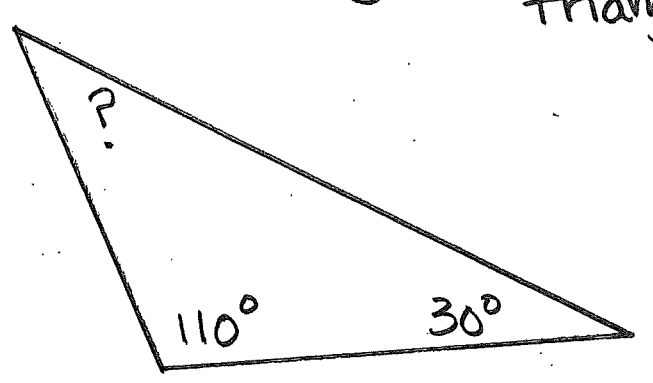
④ $2 \overline{)617}$

or
 $\begin{array}{r} 19 \\ \times 32 \\ \hline \end{array}$

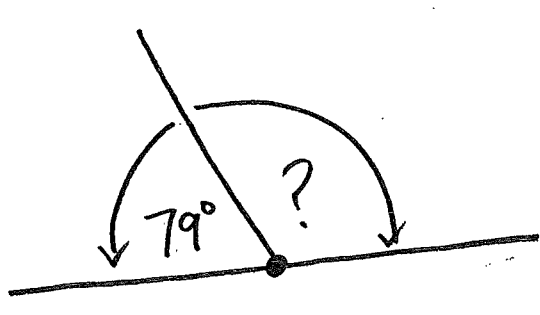
⑤ Round 183 to the nearest ten.



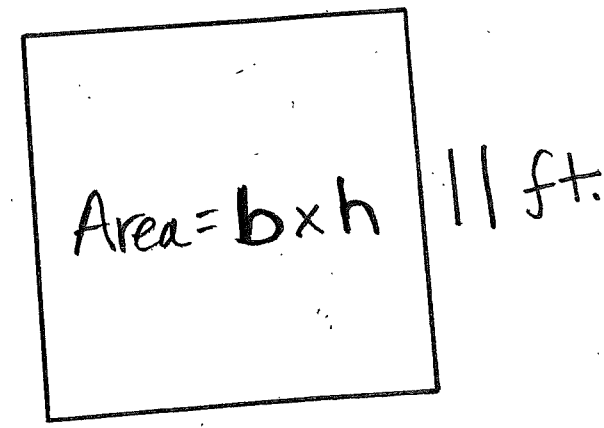
⑥ Find the missing angle in the triangle. (180° in a triangle)



⑦ Find the missing angle. (straight line 180°)



⑧ Find the area of the square below



Date -

Name: _____

Math Review

① $500 - 238 =$

②

$79 + 343 =$

③

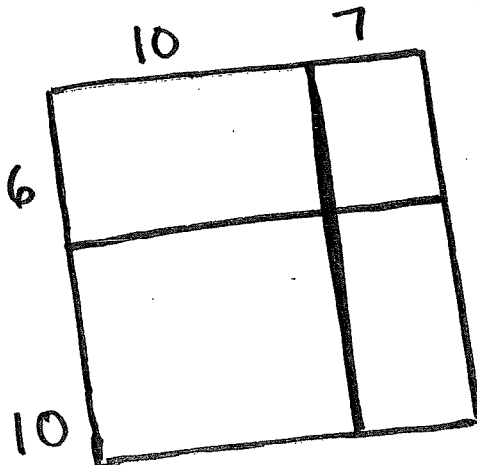
$$\begin{array}{r} 17 \\ \times 16 \\ \hline \end{array}$$

④

$$6 \overline{) 791}$$

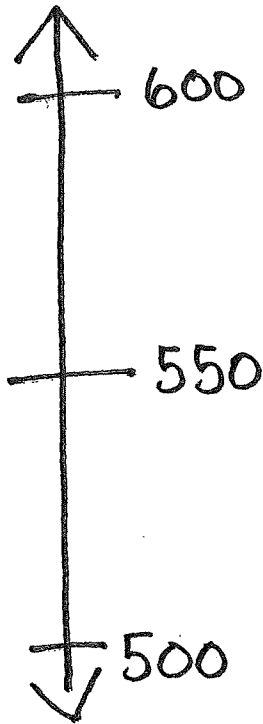
$791 \div 6$

or

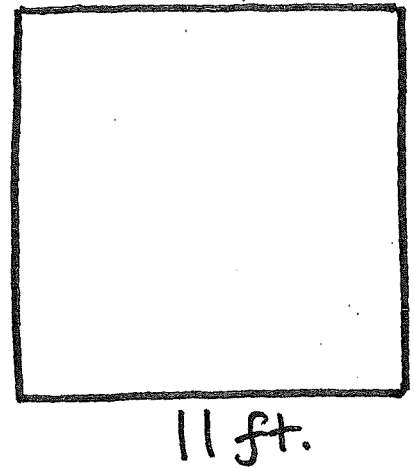


⑤ Round 547 to the nearest 100.

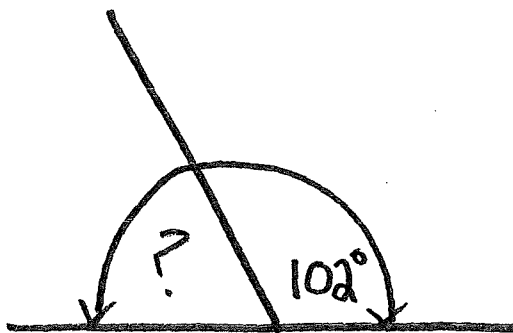
$$547 \approx \underline{\hspace{2cm}}$$



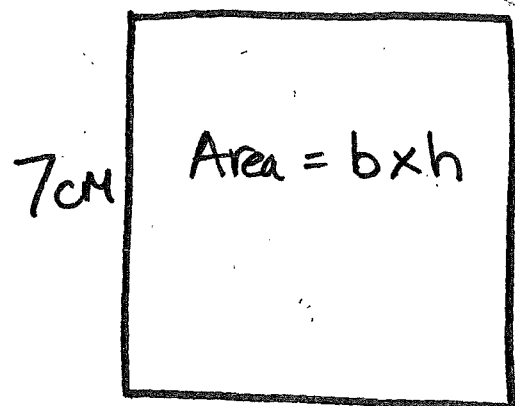
⑥ Find the perimeter of the square below.



⑦ Find the missing angle. (Straight line 180°)



⑧ Find the area of the square below.



Date -

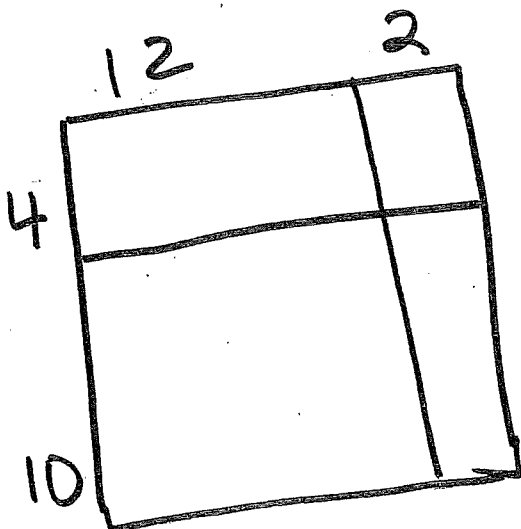
Name: _____

Math Review

① $302 - 89 = \underline{\quad}$ ② $79 + 254 =$

$97 \div 5$

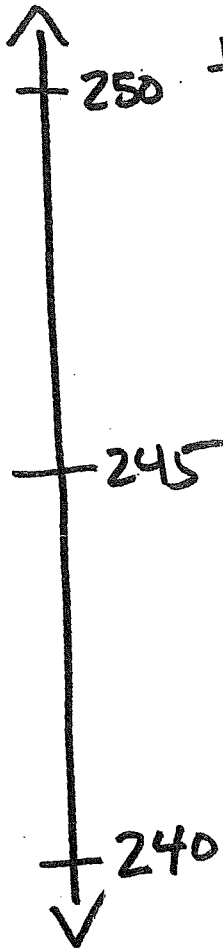
③ $12 \times 14 = \underline{\quad}$ ④ $5 \overline{)97}$



or

$$\begin{array}{r} 12 \\ \times 14 \\ \hline \end{array}$$

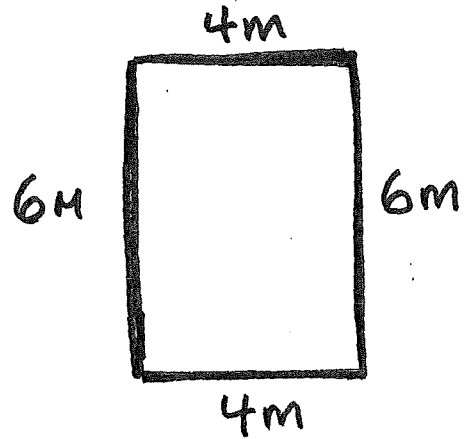
5



Round 244 to the nearest ten.

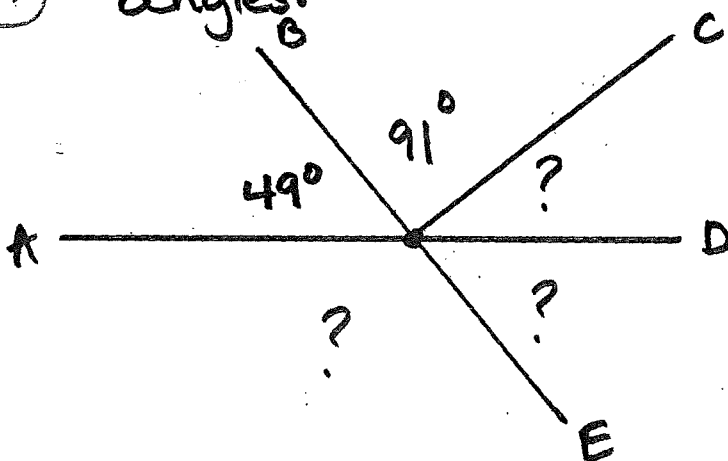
6

Find the perimeter of the rectangle below.



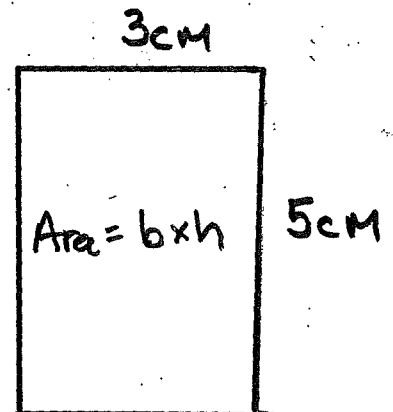
7

Find the missing angles.



8

Find the area of the rectangle.



Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 107 \\ + 804 \\ \hline \end{array}$$

$$\begin{array}{r} 421 \\ + 235 \\ \hline \end{array}$$

$$\begin{array}{r} 720 \\ + 121 \\ \hline \end{array}$$

$$\begin{array}{r} 538 \\ + 861 \\ \hline \end{array}$$

$$\begin{array}{r} 166 \\ + 778 \\ \hline \end{array}$$

$$\begin{array}{r} 767 \\ + 704 \\ \hline \end{array}$$

$$\begin{array}{r} 8,611 \\ - 6,555 \\ \hline \end{array}$$

$$\begin{array}{r} 4,031 \\ - 3,905 \\ \hline \end{array}$$

$$\begin{array}{r} 6,410 \\ - 4,010 \\ \hline \end{array}$$

$$\begin{array}{r} 7,343 \\ - 5,059 \\ \hline \end{array}$$

$$\begin{array}{r} 5,535 \\ - 3,769 \\ \hline \end{array}$$

$$\begin{array}{r} 6,020 \\ - 5,430 \\ \hline \end{array}$$

$$\begin{array}{r} 106 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 877 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 332 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 553 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 801 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ \times \\ \hline \end{array}$$

$$8 \overline{)456}$$

$$4 \overline{)225}$$

$$5 \overline{)718}$$

$$8 \overline{)675}$$

$$7 \overline{)119}$$

$$2 \overline{)74}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 610 \\ + 598 \\ \hline \end{array}$$

$$\begin{array}{r} 232 \\ + 585 \\ \hline \end{array}$$

$$\begin{array}{r} 508 \\ + 296 \\ \hline \end{array}$$

$$\begin{array}{r} 100 \\ + 649 \\ \hline \end{array}$$

$$\begin{array}{r} 438 \\ + 909 \\ \hline \end{array}$$

$$\begin{array}{r} 877 \\ + 266 \\ \hline \end{array}$$

$$\begin{array}{r} 4,787 \\ - 3,994 \\ \hline \end{array}$$

$$\begin{array}{r} 7,718 \\ - 6,143 \\ \hline \end{array}$$

$$\begin{array}{r} 9,453 \\ - 1,936 \\ \hline \end{array}$$

$$\begin{array}{r} 8,804 \\ - 2,695 \\ \hline \end{array}$$

$$\begin{array}{r} 7,876 \\ - 7,548 \\ \hline \end{array}$$

$$\begin{array}{r} 2,88 \\ - 2,26 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ \times 91 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 65 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$7 \overline{)442}$$

$$3 \overline{)794}$$

$$7 \overline{)361}$$

$$7 \overline{)934}$$

$$7 \overline{)729}$$

$$2 \overline{)63}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 6,090 \\ + 9,222 \\ \hline \end{array}$$

$$\begin{array}{r} 4,683 \\ + 3,186 \\ \hline \end{array}$$

$$\begin{array}{r} 7,509 \\ + 6,771 \\ \hline \end{array}$$

$$\begin{array}{r} 9,678 \\ + 8,094 \\ \hline \end{array}$$

$$\begin{array}{r} 3,928 \\ + 3,229 \\ \hline \end{array}$$

$$\begin{array}{r} 8,330 \\ + 6,890 \\ \hline \end{array}$$

$$\begin{array}{r} 646 \\ - 516 \\ \hline \end{array}$$

$$\begin{array}{r} 481 \\ - 400 \\ \hline \end{array}$$

$$\begin{array}{r} 982 \\ - 127 \\ \hline \end{array}$$

$$\begin{array}{r} 777 \\ - 328 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ - 268 \\ \hline \end{array}$$

$$\begin{array}{r} 778 \\ - 287 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \times 36 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 49 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$$

$$5 \overline{)6086}$$

$$2 \overline{)2823}$$

$$8 \overline{)8181}$$

$$3 \overline{)3470}$$

$$2 \overline{)2387}$$

$$2 \overline{)48}$$

Name : _____

Score : _____

Teacher : _____

Date : _____

$$\begin{array}{r} 8,270 \\ + 7,896 \\ \hline \end{array}$$

$$\begin{array}{r} 8,771 \\ + 6,449 \\ \hline \end{array}$$

$$\begin{array}{r} 8,532 \\ + 5,439 \\ \hline \end{array}$$

$$\begin{array}{r} 8,270 \\ + 6,391 \\ \hline \end{array}$$

$$\begin{array}{r} 7,077 \\ + 1,882 \\ \hline \end{array}$$

$$\begin{array}{r} 2,322 \\ + 7,343 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 43 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} 6,224 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1,843 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7,205 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6,215 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4,368 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6,53 \\ \times 5 \\ \hline \end{array}$$

$$9 \overline{)315}$$

$$8 \overline{)392}$$

$$3 \overline{)612}$$

$$5 \overline{)865}$$

$$4 \overline{)688}$$

$$3 \overline{)831}$$

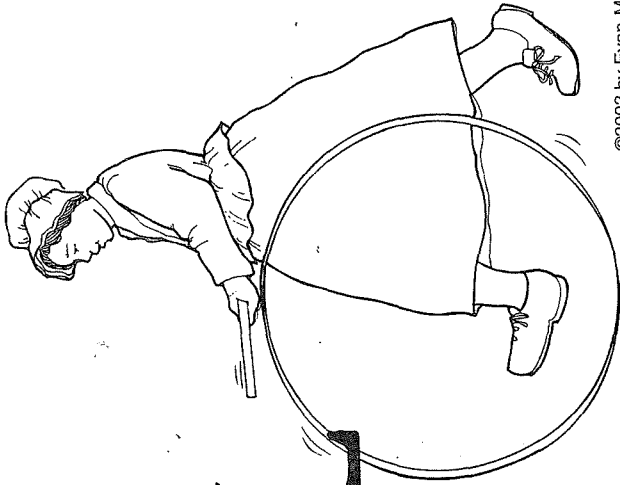
Note: Reproduce this cover for students to color, cut out, and glue to the cover of their Colonial America book.



COLONIAL AMERICA

Name: _____

INTRODUCTION TO COLONIAL AMERICA



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COLONIAL AMERICA

FAST FACTS

- The thirteen colonies were divided into four geographical groups. They were (1) the New England, or northern colonies; (2) the middle colonies; (3) the Chesapeake colonies; and (4) the southern colonies. The Chesapeake colonies are now considered part of the southern colonies.
- Many northern colonists came to the New World in search of a separation of government and the Church.
- The middle colonies attracted the most diverse number of European ethnic groups—Dutch, English, French, German, Scottish, Irish, Swedish, and Welsh.
- By the mid-1700s there were more Africans living in some southern colonies than Europeans or Native Americans.
- In 1700 there were 250,000 people living in the thirteen colonies. By 1775 the population had grown to about 2.5 million.
- After the original thirteen colonies, the next states to be admitted to the Union were Vermont, Kentucky, and Tennessee.
- To symbolize the thirteen colonies, the Great Seal of the United States features an eagle and thirteen olive leaves, olives, arrows, and stars. The seal is now on the back of the dollar bill.

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ABOUT COLONIAL AMERICA

The story of the United States of America starts with the story of how very different people from several European nations, many African homelands, and hundreds of native tribes became thirteen American colonies.

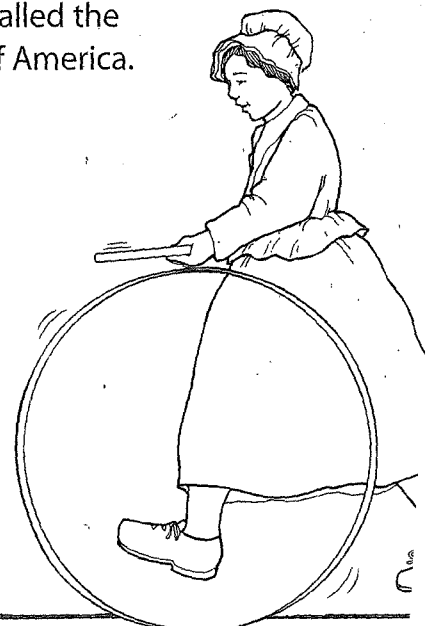
Thousands of people lived in North America long before Europeans came. They were made of up many individual tribes, each with its own culture and language, but they are often referred to as a collective group. That group has many names: *Indians*, *American Indians*, *Native Americans*, *indigenous people*, and *Amerindians* are some of these names.

Many people from all over Europe came to the East Coast of North America. They all had their reasons. Some came for opportunities of owning their own land and businesses. Others came for the chance to live and worship as they chose, because they had experienced religious persecution back in Europe. The idea of self-government was very appealing to many. The Europeans had also heard that this vast new land had abundant natural resources.

Not all colonists came to the New World voluntarily. The slave trade brought people from Africa against their will to work as indentured servants and as slaves. Their contribution to the economy of the colonies was invaluable.

People settled in the northern or New England colonies, consisting of Connecticut, Massachusetts, New Hampshire, and Rhode Island. Others made their homes in the middle colonies, which were Delaware, New Jersey, New York, and Pennsylvania. They also settled in the southern colonies of Georgia, Maryland, North Carolina, South Carolina, and Virginia.

Each colony was different. They spoke different languages, practiced different religions, and had different customs. The one thing that united them was their loyalty to England. The colonists traded with England, and England protected them from other countries. This cooperation continued until the colonies grew tired of paying taxes to England. The colonists decided they wanted to govern themselves, so they united to defeat the British Empire in the American Revolutionary War. By 1776 the thirteen colonies were called the United States of America.



THE THIRTEEN COLONIES TIME LINE

Students are about to travel back in time to the settling of the thirteen colonies by the Europeans. The first permanent settlement was in Virginia in 1607. Georgia was the last colony to be established in 1732.

Whenever dates are given throughout the unit, refer back to this time line to help students place the settlements chronologically.

MATERIALS

- pages 7 (bottom only) and 8, reproduced for each student
- scissors
- glue

STEPS TO FOLLOW

1. Students cut out the time line sections and glue them together.
2. As a class, read about the founding of the first permanent settlements of the thirteen colonies on the time line.
3. Fold the time line and store it in Pocket 1.

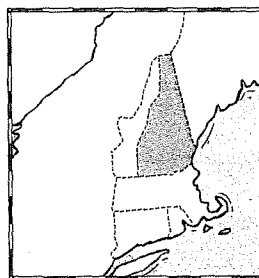


THE THIRTEEN COLONIES
1607-1732



Jamestown, in Virginia, was the first permanent English settlement.

1607



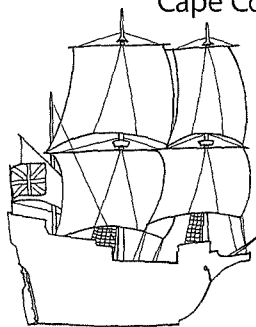
The English settled in present-day New Hampshire.

1620

1622

1624

The Pilgrims arrived in Cape Cod, Massachusetts, to settle.



The Dutch established the settlement of New Amsterdam in New York.

THE THIRTEEN COLONIES TIME LINE



Roger Williams founded Rhode Island.

King Charles I of England signed a charter that established a colony in Maryland.

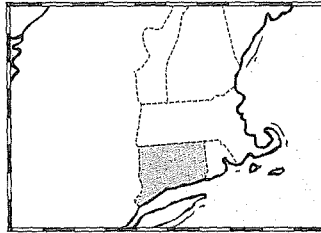
1632

1633

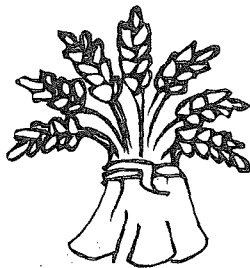
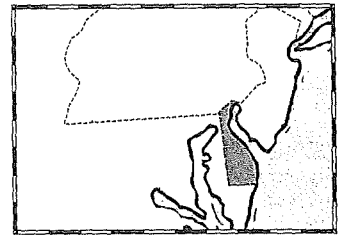
1636

1638

English colonists from Massachusetts established Connecticut's first permanent settlement.



Swedish settlers founded the colony of New Sweden in Delaware.

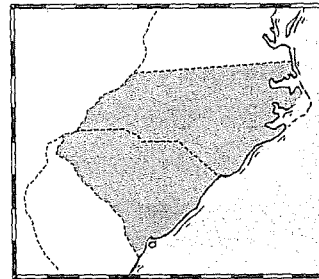


The Dutch established a settlement in New Jersey.

1664

1682

William Penn founded Pennsylvania.

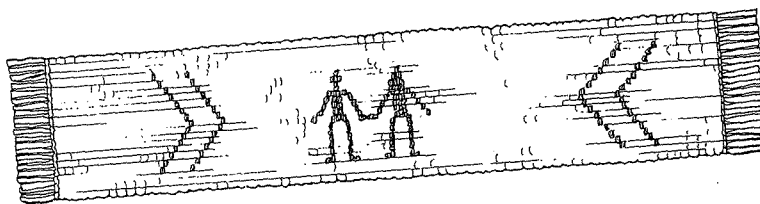


Carolina Colony officially divided into North and South Carolina.

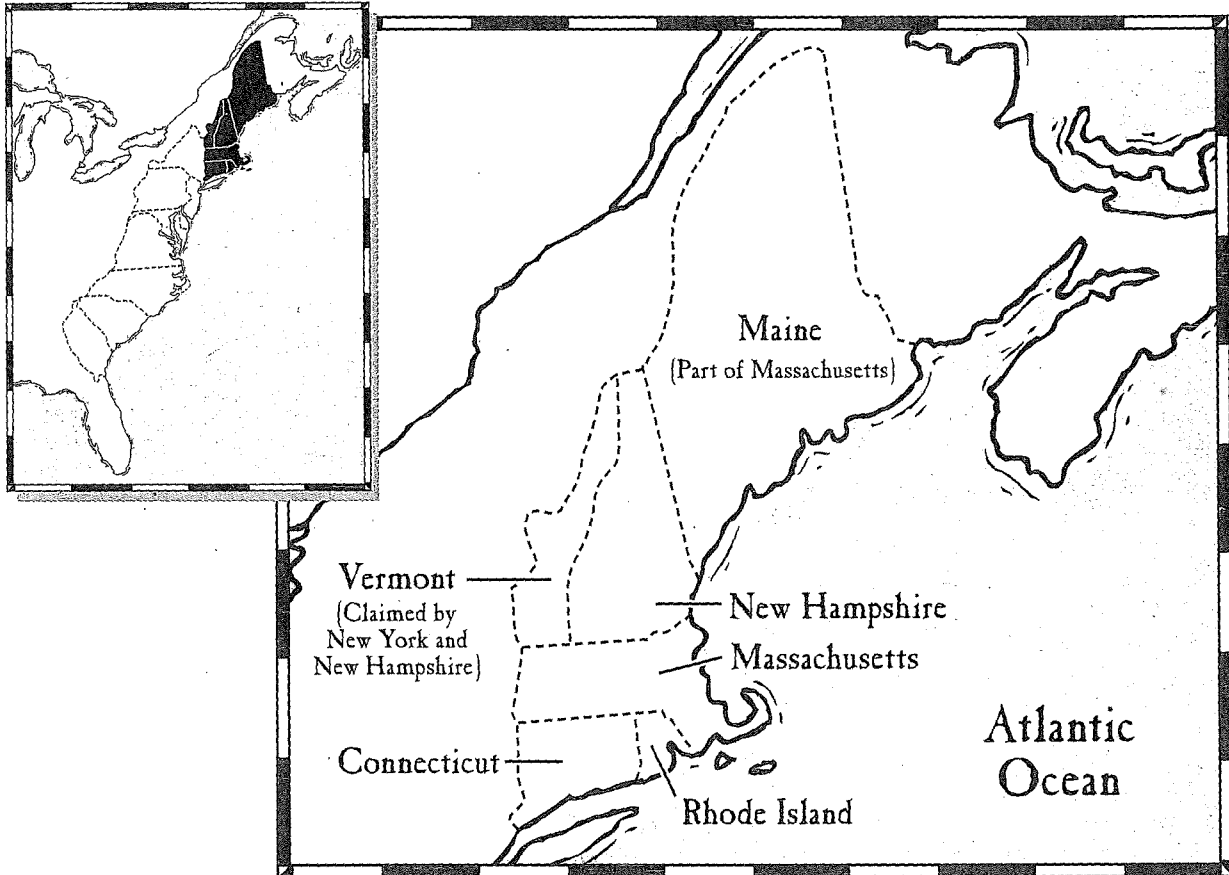
1712

1732

James Oglethorpe founded Georgia.

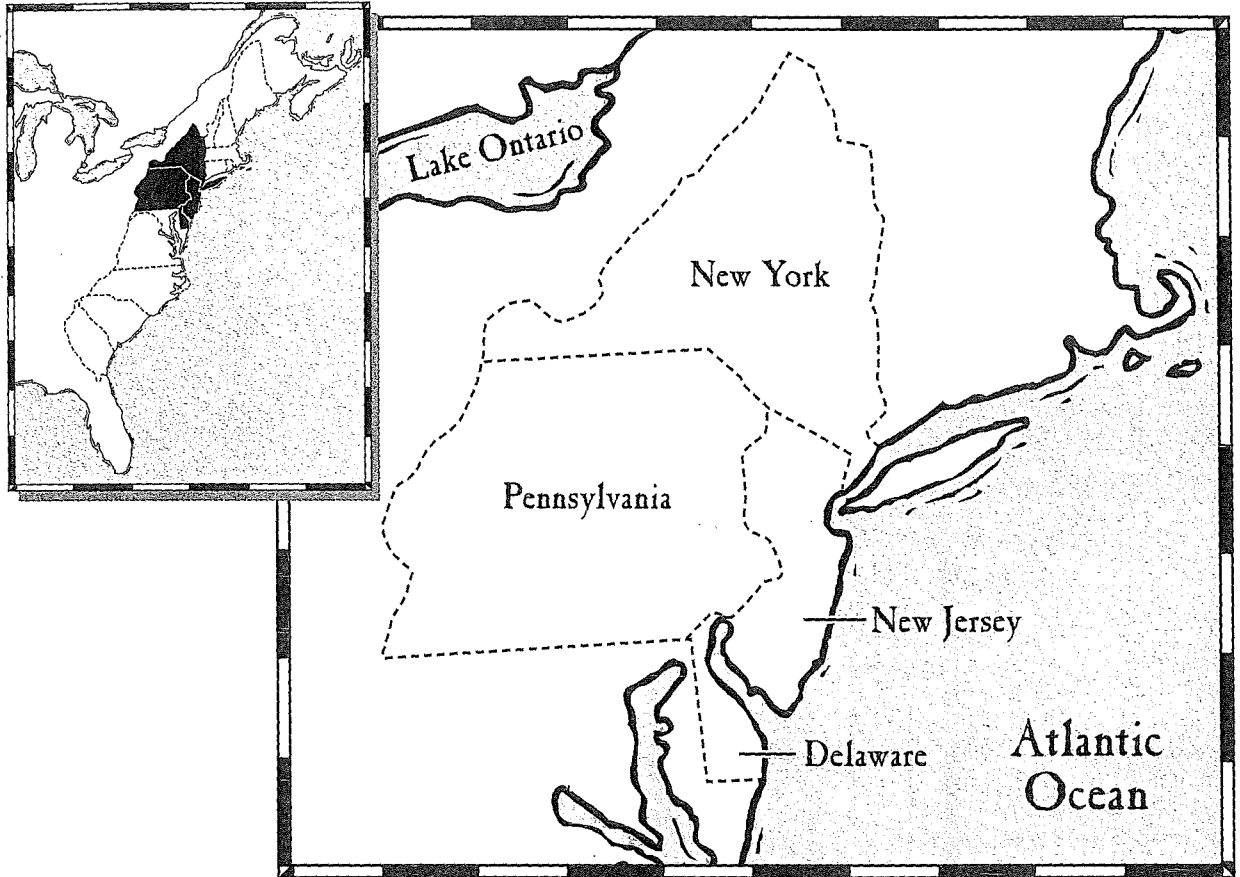


THE NEW ENGLAND COLONIES



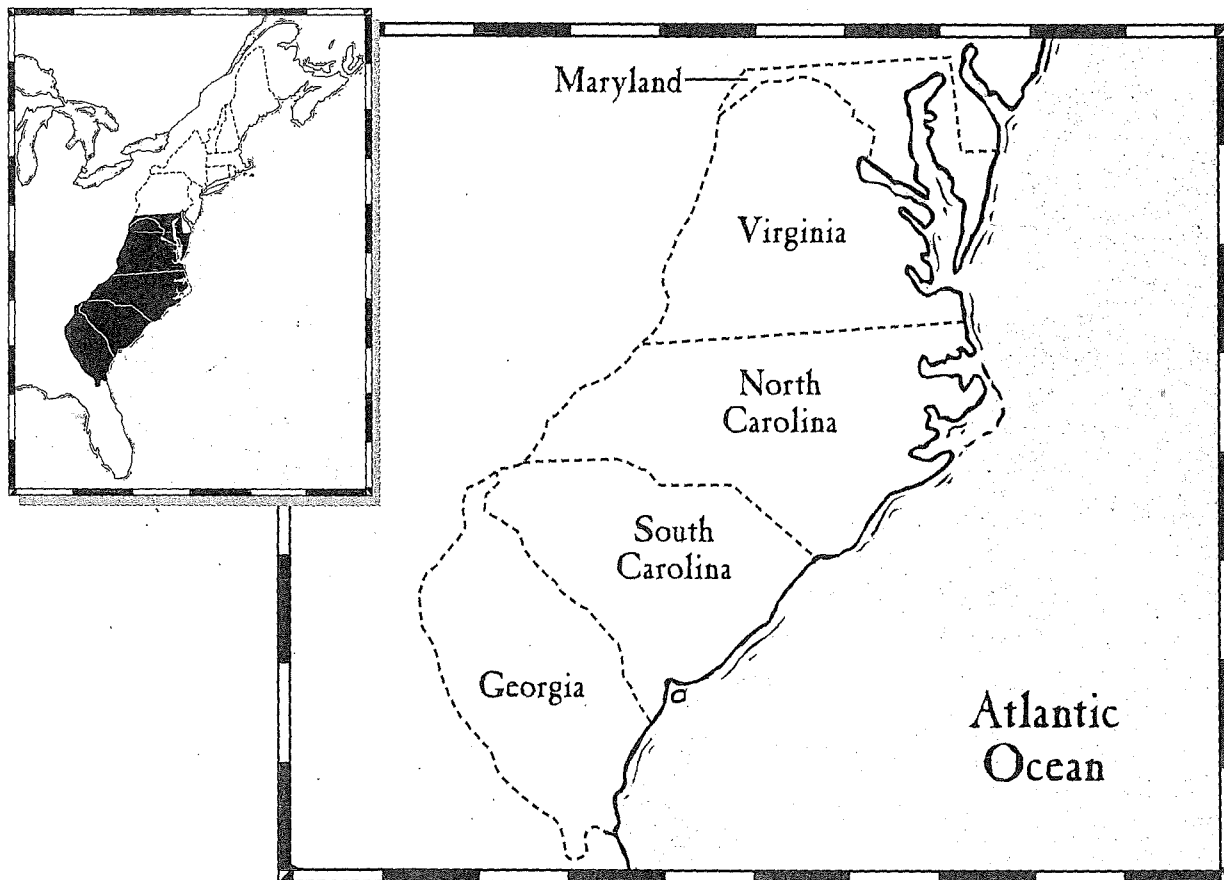
Colony (Year Founded)	Origin of Name	Chief Products
Connecticut (1633)	Algonquian Indian words meaning "on the long tidal river"	Farming (corn and wheat), fishing
Massachusetts (1620)	Massachuset Indian words meaning "near the great hill"	Farming (corn and cattle), fishing, lumbering, shipbuilding
New Hampshire (1622)	County of Hampshire in England	Farming (potatoes), fishing, textiles, shipbuilding
Rhode Island (1636)	Dutch words for "red island"	Farming (cattle and dairy), fishing, lumbering

THE MIDDLE COLONIES



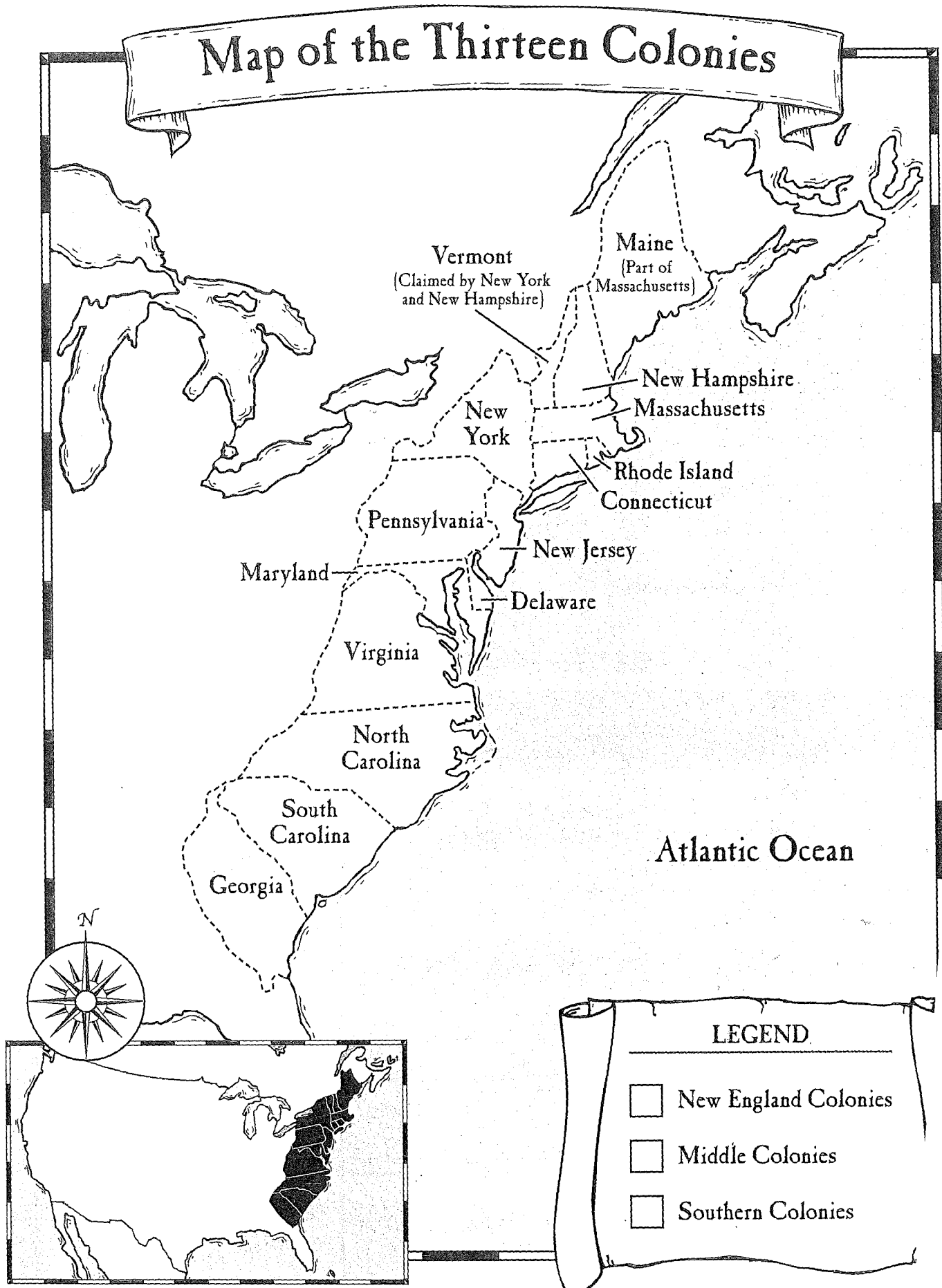
Colony (Year Founded)	Origin of Name	Chief Products
Delaware (1638)	Delaware tribe and early governor of Virginia, Lord de la Warr	Fishing, lumbering
New Jersey (1664)	Isle of Jersey in England	Ironworking, lumbering
New York (1624)	Duke of York	Farming (cattle, rice, indigo, wheat), ironworks, shipbuilding
Pennsylvania (1682)	William Penn and <i>sylvania</i> (Latin for <i>forest</i>)	Farming (corn, wheat, cattle, dairy), papermaking, textiles, shipbuilding

THE SOUTHERN COLONIES



Colony (Year Founded)	Origin of Name	Chief Products
Carolina (1663) North Carolina (1712) South Carolina (1712)	Carolus (Latin for <i>Charles</i>), Charles I of England	Farming (indigo, rice, tobacco)
Georgia (1732)	King George II of England	Farming (indigo, rice, sugar)
Maryland (1632)	Queen Henrietta Maria of England	Farming (corn, indigo, rice, wheat), ironworks, shipbuilding
Virginia (1607)	Elizabeth I of England	Farming (corn, tobacco, wheat)

Note: Reproduce this page for students to use with the "Map of the Thirteen Colonies" activity, as described on page 4.





SETTLING THE COLONIES, A QUESTIONNAIRE

Now you know a little more about the settlement of the colonies. Pretend you are a new colonist. Fill out this questionnaire.

1. My name is _____ and I am _____ years old.

2. I came to this new place from the country of _____

3. I came to this new place in the year _____

4. I decided to immigrate because _____

5. When I was traveling across the ocean, I was excited and scared because

6. When I first came to this new place, I settled in the colony of _____

7. Now I live in one of the thirteen original colonies called _____

8. I found a job as a _____

9. Here are two problems or hardships I have encountered here in this new colony:

10. But, here are two things I like about living in this new colony:

Name: _____

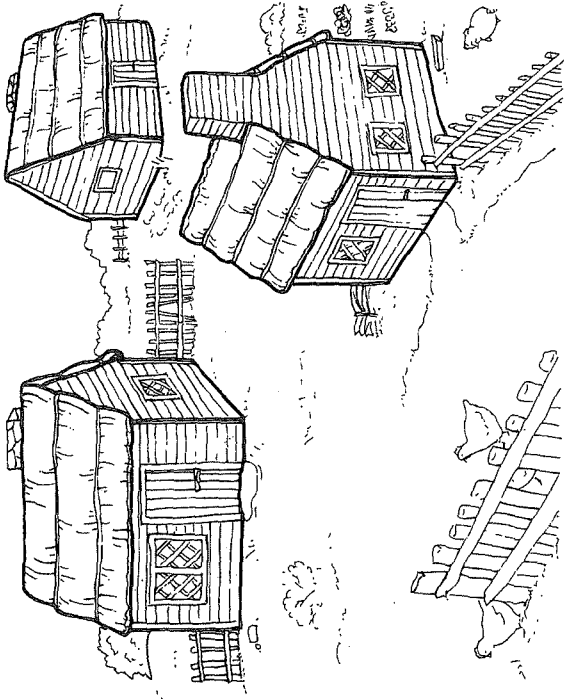
THE THIRTEEN COLONIES WORD SEARCH

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

Words to Find

Connecticut	New Hampshire	Rhode Island
Delaware	New Jersey	South Carolina
Georgia	New York	Virginia
Maryland	North Carolina	
Massachusetts	Pennsylvania	

HOMES AND VILLAGES



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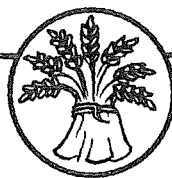
©2003 by Evan-Moor Corp. • EMC 3709 • Colonial America

HOMES AND VILLAGES

FAST FACTS

- In New England, house-raising was popular. A group of men and boys built an entire house in one day. Meanwhile, the women and girls prepared a huge meal for the workers.
- Glass windows were extremely rare and expensive. If a family left their home for a long period, they removed the glass panes and took them along on the trip.
- It was common for wooden homes to burn down every few years. The precious iron nails were retrieved from the ashes, and the owner would start building a new home.
- Wealthy southern plantation owners had their homes built out of expensive brick rather than wood.
- Early colonial homes did not have bathrooms. Colonists used outhouses some distance from the house. In winter they used chamber pots that had to be emptied daily.
- In the 1600s the Swedish colonists who settled in Delaware built the first log cabins in America. By the 1700s log cabins became the most popular type of home with the pioneers heading west.
- In the center of the village was an open area called the village green, or the common. This was where cattle grazed, children played, and colonists gathered to hear the most recent news.

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ABOUT HOMES AND VILLAGES

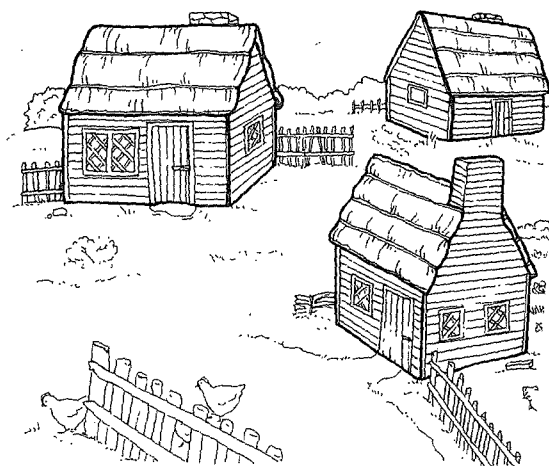
When the first colonists arrived in the New World, they had to find or make temporary shelters until permanent homes could be built. They made tents, lived in caves, or even stayed aboard the ship while they built their homes and villages. Each section of the colonies developed its own style of houses, depending on the climate and the natural resources available.

In the New England colonies, simple wood-plank houses were built. The roofs were either thatched or had wood shingles. The house was usually one long room with a large fireplace at one end. The room was a kitchen, bedroom, and living room all in one. The house had dirt floors, and small windows kept it dark even in the daytime. The beams supported a loft, where supplies were stored.

In the middle colonies, many colonists built log cabins because the forests provided so much wood. Tables, chairs, and stools were all made of log slabs held together with wooden pegs. The Dutch introduced another type of fancier home in the middle colonies. The houses were one-and-a-half stories high and had a small porch in front. The front door was divided into halves that opened separately. Another unique feature was that the beds were hidden in walls and opened like cupboards.

The majority of people living in the southern colonies lived in small wooden houses with wood shingles. However, what most people remember about the southern colonies is the plantation mansion. A typical plantation home was two-stories high and had eight rooms. The main house had imported furniture and carpets. The kitchen, laundry, and other buildings stood nearby. There were also small, one-room houses for the servants and slaves. Each plantation was run like an independent village. There were shops, offices, and a school. However, unlike villages in other parts of the colonies, these cotton and tobacco plantations used forced slave labor.

Colonists up and down the eastern seaboard cleared more and more land to build their villages. As time went on, these small villages grew into towns. By the 1700s towns grew into cities such as Boston, Philadelphia, Providence, and Williamsburg.



AN EARLY COLONIAL HOME

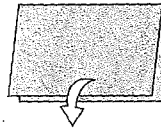
Early New England homes consisted of one room that served as the living room, kitchen, and bedroom for the whole family. Students experience that cramped space as they make a colonial home, complete with the sparse furnishings.

STEPS TO FOLLOW

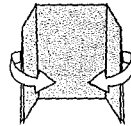
1. To make the home, guide students through the following steps:

- Fold construction paper in half. Crease.
- Fold sides in to meet in the center. Open these folds.
- Fold each top corner down to meet the fold line. Crease. Fold toward the back. Crease again.
- Open up the paper all the way. Push in on the horizontal fold, bringing the corner folds together to create the slope of the roof.

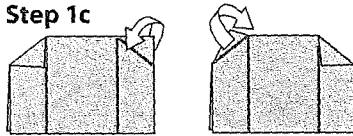
Step 1a



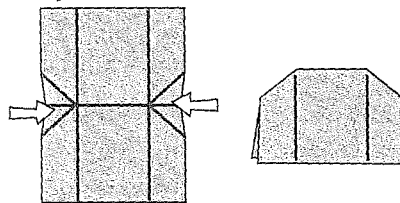
Step 1b



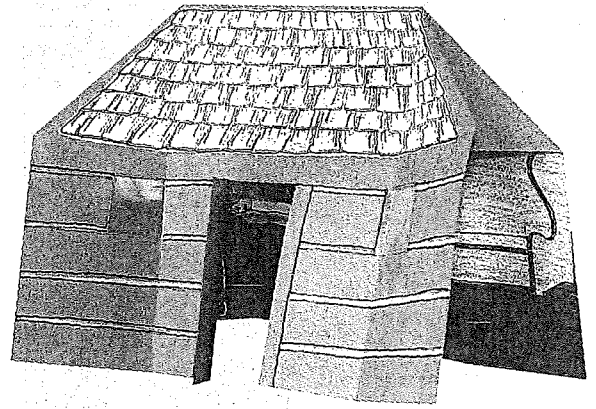
Step 1c



Step 1d

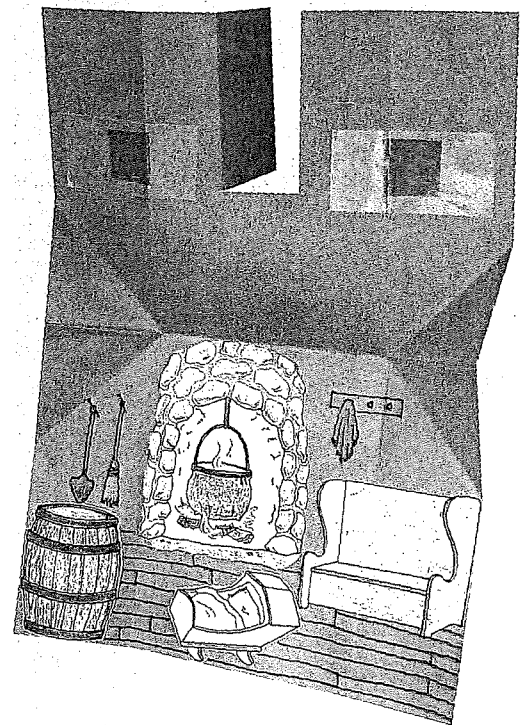


- Have students color and cut out the roof on page 38. They glue it to the front of the house.
- Direct students to cut a 3" (7.5 cm) door in the home. Cut only one side and top, and then fold back so the door will open.
- Have students cut out two small 1" (2.5 cm) square windows. Have students tape waxed paper to the windows.
- Direct students to color and cut out the furnishings of the colonial house. Then they arrange and glue the furnishings inside the house. Students should also draw in more details of the house.
- Glue the writing paper on the back of the house. Have students write about what they would have liked and disliked about living in an early colonial home.

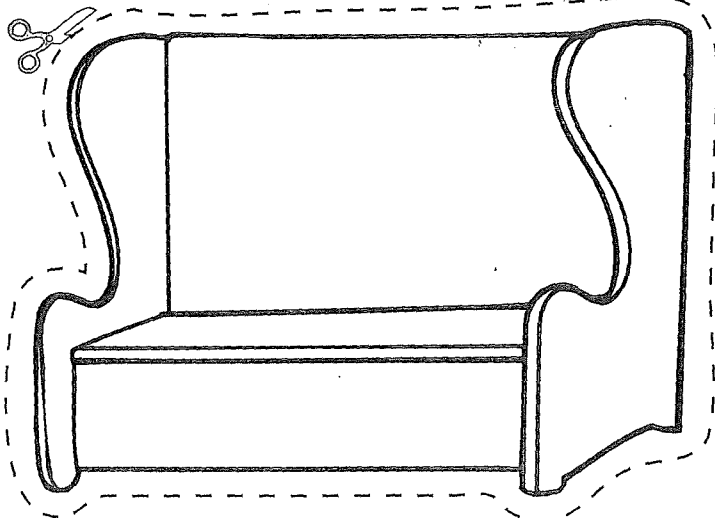
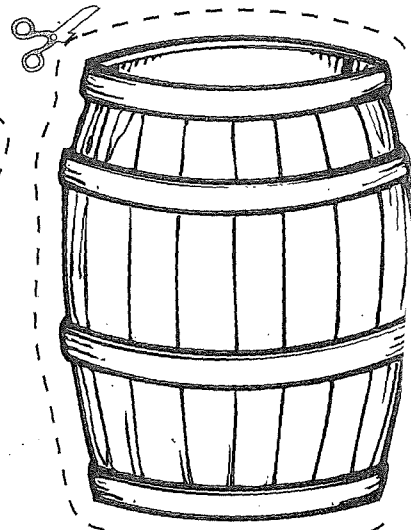
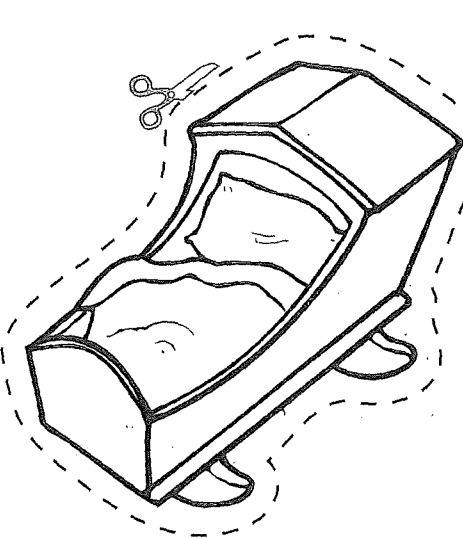
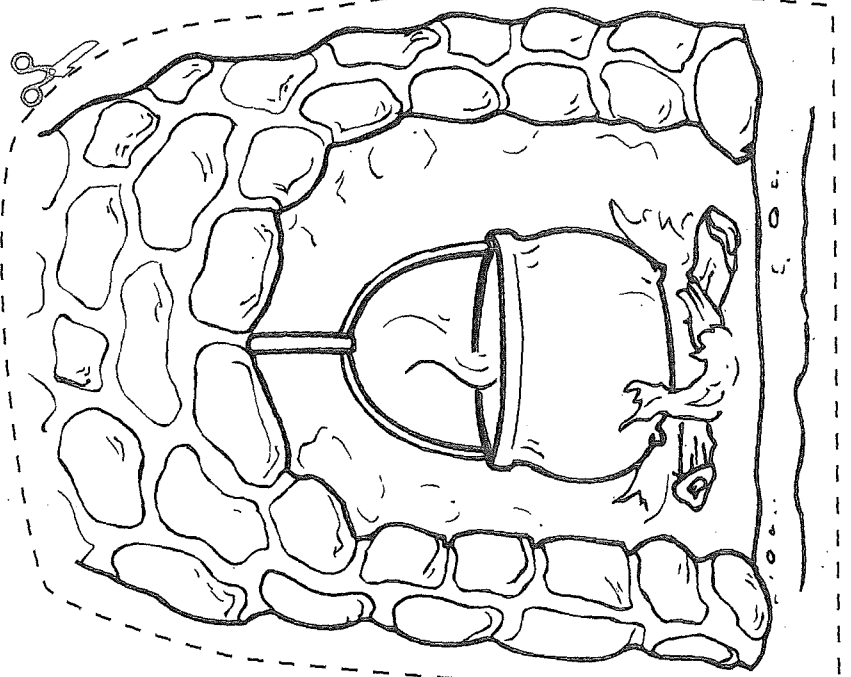
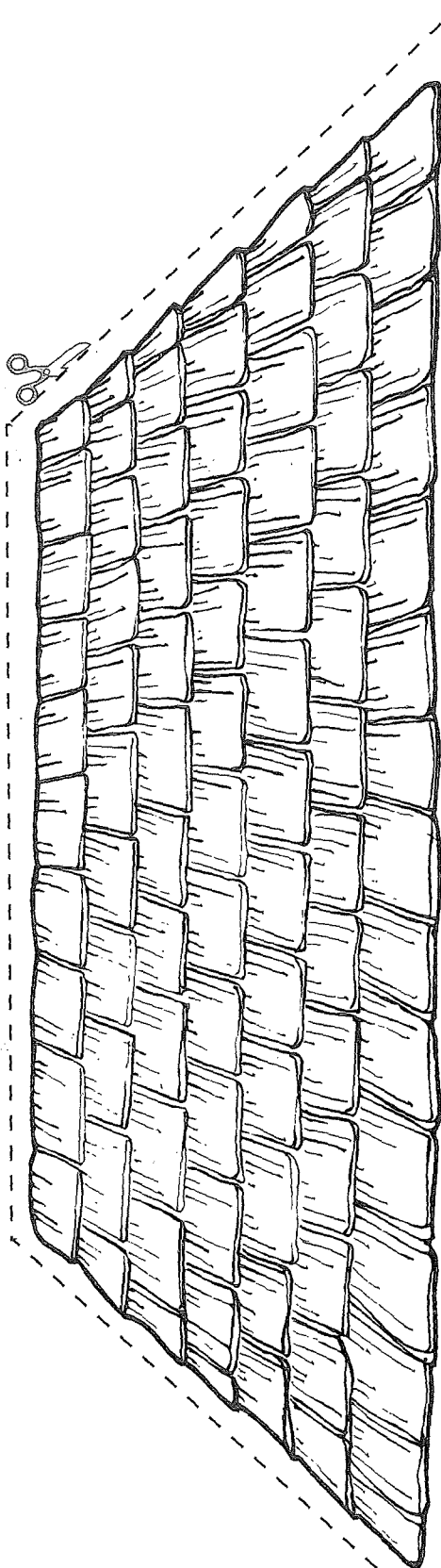


MATERIALS

- page 38, reproduced for each student
- 9" x 12" (23 x 30.5 cm) tan construction paper
- writing paper
- scissors
- glue
- crayons or marking pens
- waxed paper scraps
- transparent tape
- pencil



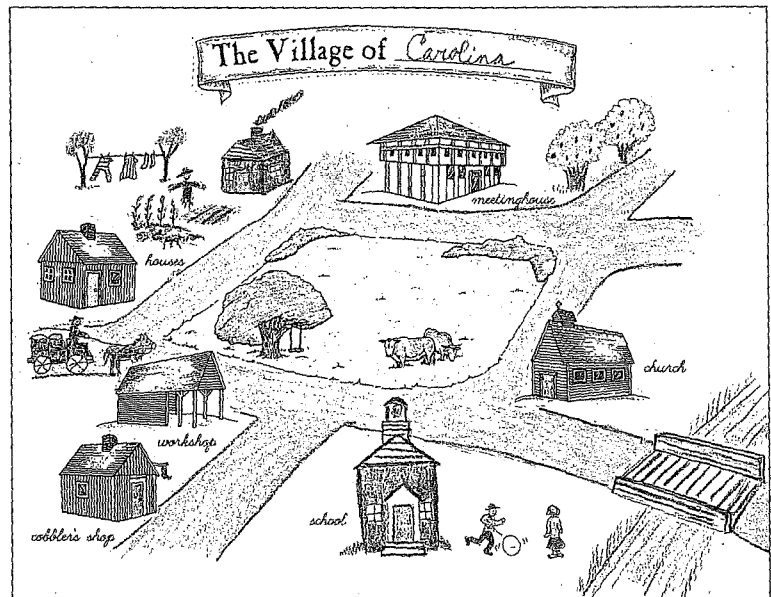
EARLY COLONIAL HOME FURNISHINGS



A COLONIAL VILLAGE

DIRECTIONS

1. Cut out the village green and mount it to 9" x 12" (23 x 30.5 cm) white construction paper.
2. Read the information about a colonial village below.
3. Cut out the buildings, glue them onto the map, and label them.
4. Add other buildings and items mentioned in the information.
5. Give your village a name.
6. Cut out and glue the information about a colonial village onto the back of your map.



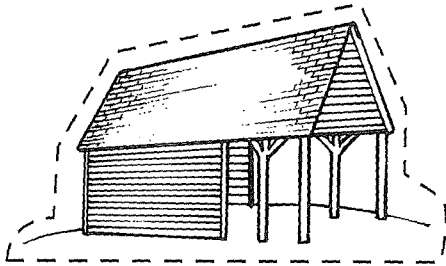
A COLONIAL VILLAGE

The village was an important unit in colonial America. Some colonists stayed in one village all their lives. A typical village started with an open area called the village green. Here cattle grazed and children played. There was a meetinghouse, a church, and a school in most villages. Each village had a general store where goods were bought and mail was exchanged. Shops lined the dirt streets. Some shopkeepers were the

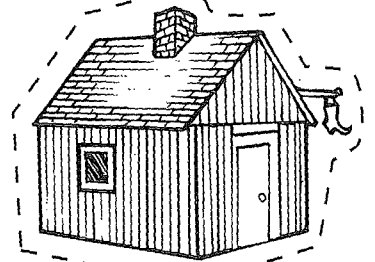
blacksmith; the cooper, who made barrels and buckets; the chandler, who made candles; the printer; the cobbler, to make and fix shoes; the tailor; and the furniture maker. There was usually a tavern and a cider mill on the outskirts of the village. Homes were built both in the village and on the outskirts of town. Each home had a vegetable garden and pens for the animals. Surrounding the village was farmland and a river.

A COLONIAL VILLAGE

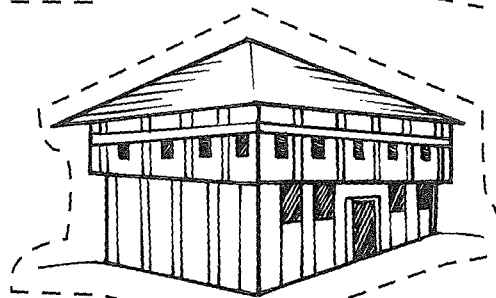
The Village of _____



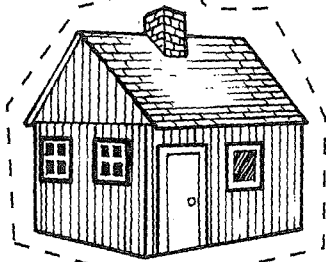
workshop



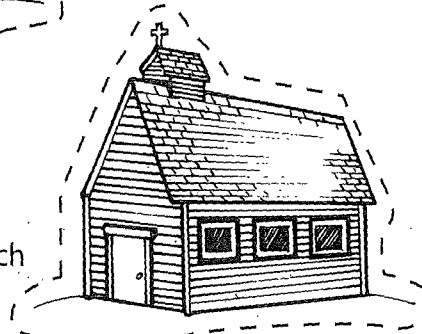
cobbler's shop



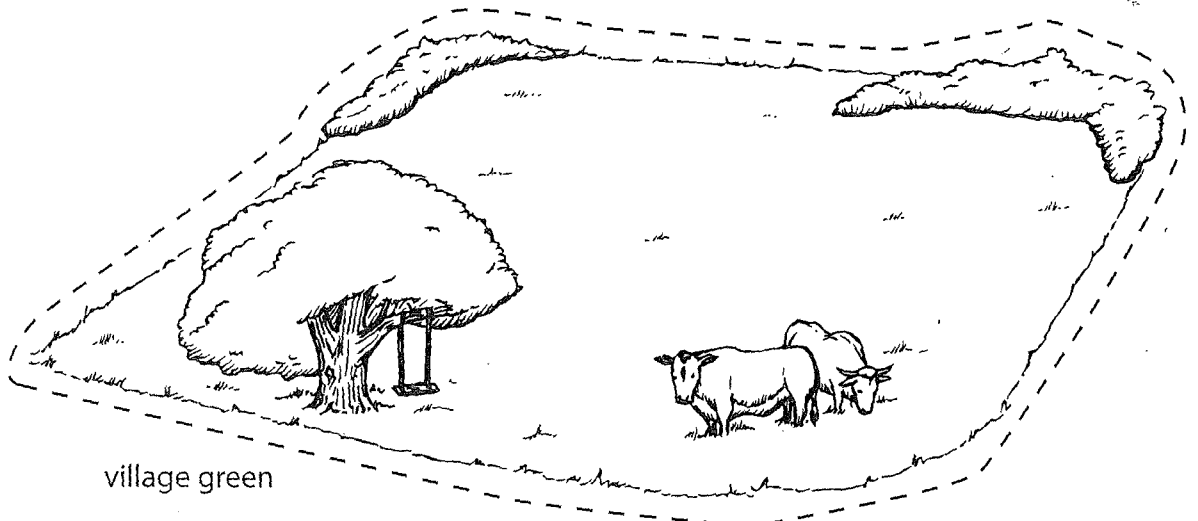
meetinghouse



house



church



village green



ABOUT DAILY LIFE

The daily life of the colonists centered around the home. Men, women, and children worked hard from early morning until late at night. Most everything in the home had to be made by hand.

Clothing

Colonial clothing varied from region to region. The style of clothing also depended on religious beliefs, social class, and occupations. Most colonists wore simple, plain clothing made of linen, wool, and leather. Roots, berries, and leaves were used as dyes for the clothes. The usual colors for the clothes were tan, brown, and a yellowish-brown or reddish-brown. Both boys and girls dressed exactly like their parents. Wealthier colonists imitated the styles of Europe. Their clothing was made from fine linen, cotton, silk, satin, and velvet.

Food

Typically colonists ate mush (porridge) in the mornings, stews at noon, and stew leftovers with bread and cheese at night. Most meals were cooked in a large iron pot. One of the most important foods was corn, prepared in a variety of ways. They also had other vegetables such as beans, squash, and sweet potatoes. Cows provided the butter and cheese, and hogs provided the bacon and ham. Wild game such as deer, pheasant, and turkey was also common. In addition to meat, the Atlantic coast provided a variety of seafood such as eels, clams, crabs, and

oysters. Apples, peaches, and berries were abundant. Cider and beer were common drinks.

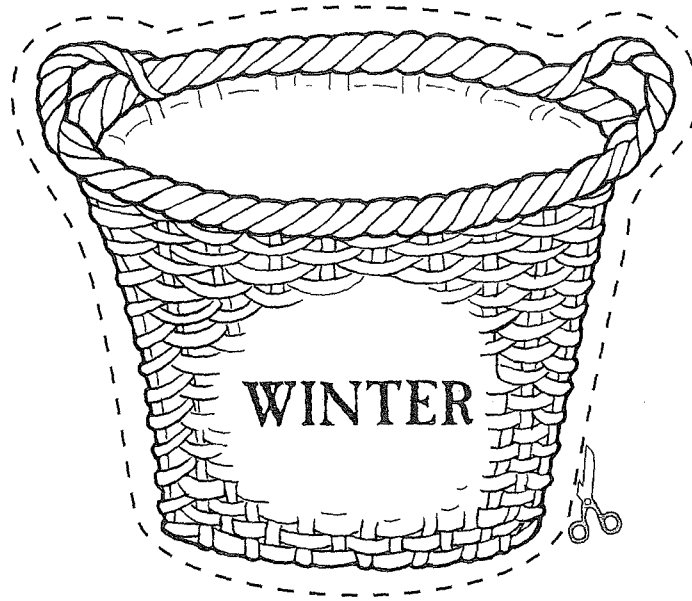
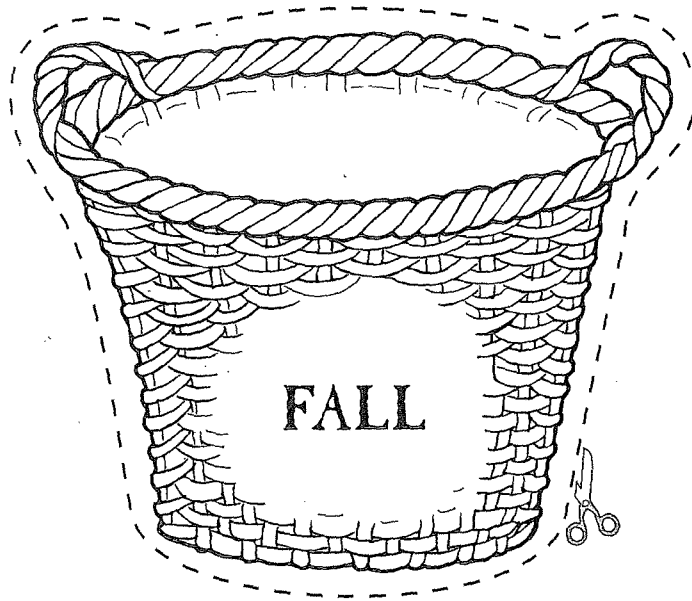
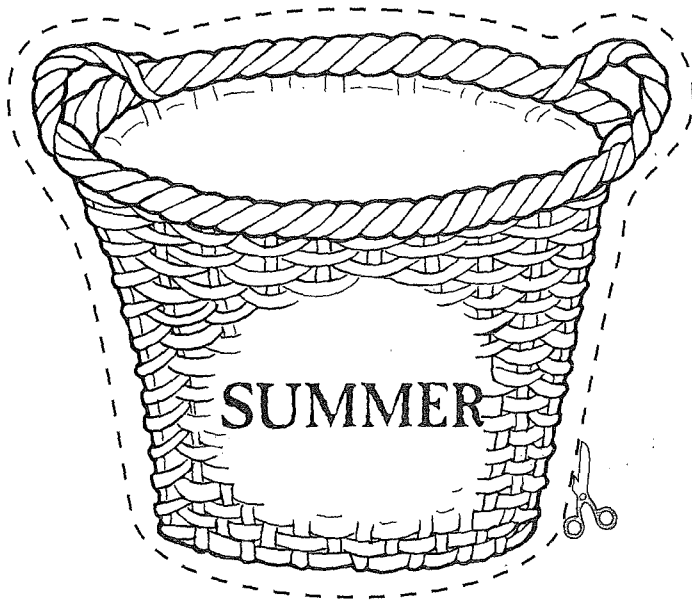
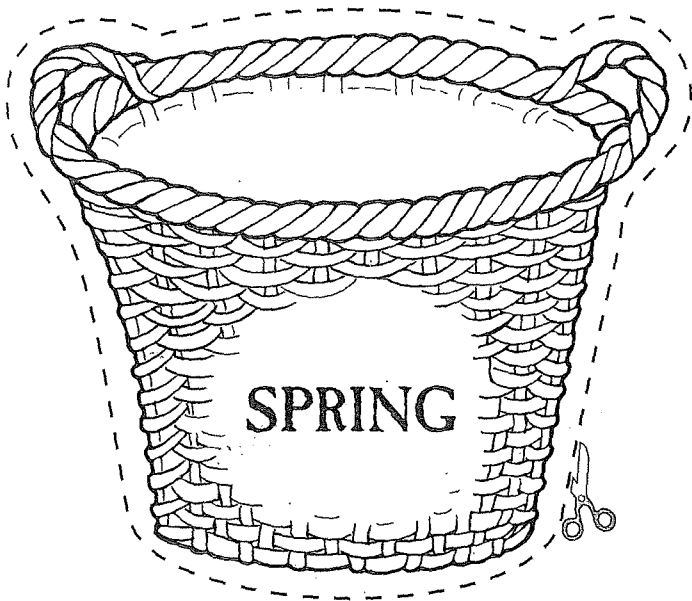
Recreation

Although lifestyles were hard and rules strict, colonists did like to have fun. However, the fun was usually associated with some kind of work. Quilting bees and huskings were popular. Women gathered to visit while they made quilts. Competitive cornhusking games made work more enjoyable. Music and dancing were common at weddings and other social events. Children played games such as hopscotch, leapfrog, marbles, and tag. They also enjoyed checkers and backgammon. Homemade cornhusk dolls, kites, and spinning tops were favorite toys. All colonists enjoyed fairs. Fairs provided farmers a chance to sell produce and to have fun at the same time. Participating in contests and seeing puppet shows, animal acts, and jugglers made going to the fair a fun family event.





FOOD FOR ALL SEASONS



Spring	Summer	Fall	Winter	Any Season
fish and seafood, nuts, blackberries, and blueberries	strawberries, corn, beans, squash, and sweet potatoes	peaches, apples, and wild game	dried fruit and wild game	ham and bacon, butter and cheese, corn bread and stews

FOOD FOR ALL SEASONS

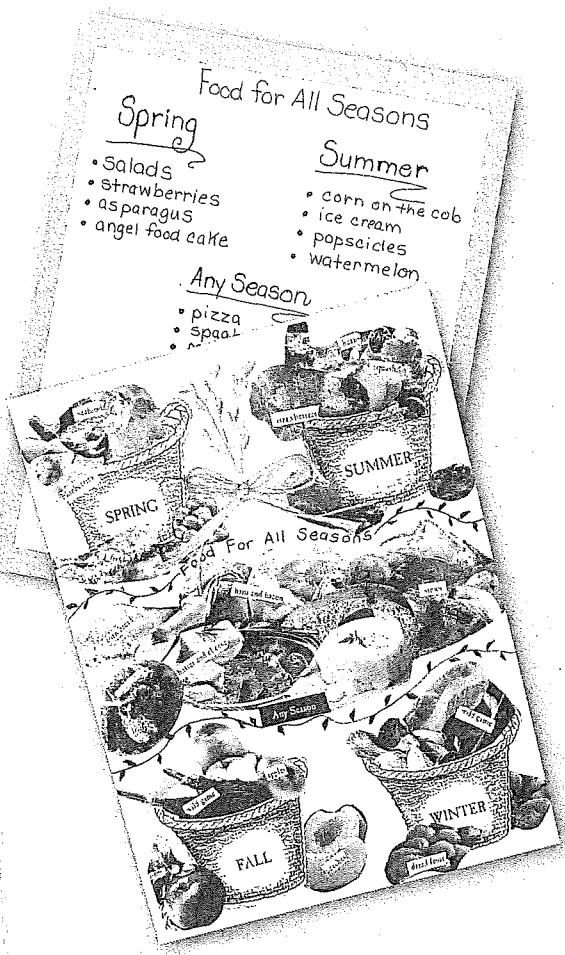
Each season of the year colonists had a variety of foods that they ate. Students find out about the different kinds of foods when they make a seasonal collage.

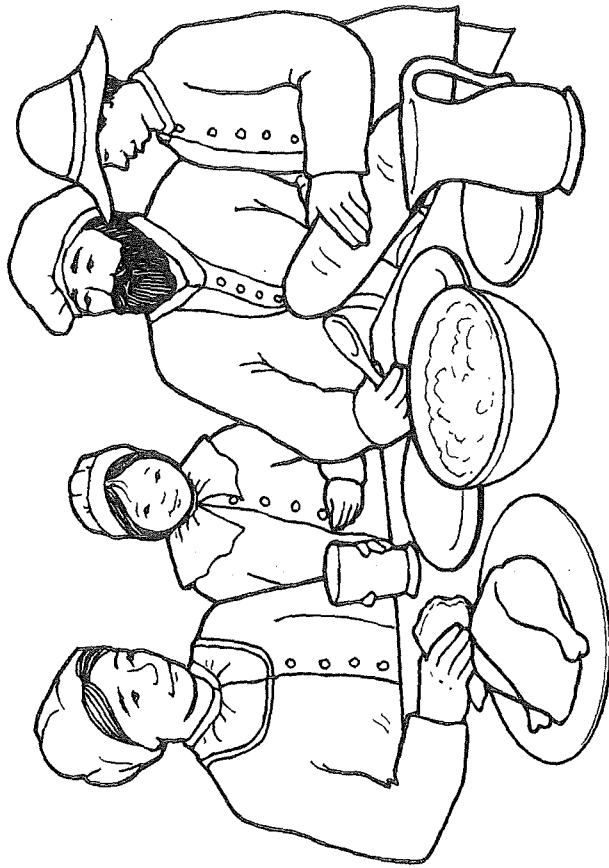
STEPS TO FOLLOW

1. Discuss the different kinds of foods the colonists ate each season.
2. Have students cut out the four baskets and glue them onto construction paper. Remind students that they are going to add pictures and words to the baskets to make a collage effect.
3. Direct students to cut out pictures of seasonal foods from magazines and glue them in the appropriate baskets.
4. Encourage students to also draw pictures and add words to each basket.
5. You may choose to have students glue raffia to the baskets and add kernels of corn to the collage.
6. On the back of the collage, have students make a list of foods they like to eat. Ask them if there are particular foods they eat in each season of the year.

MATERIALS

- page 47, reproduced on brown paper for each student
- 9" x 12" (23 x 30.5 cm) construction paper
- pencil
- crayons or marking pens
- scissors
- glue
- nature and food magazines
- Optional: raffia and unpopped popcorn





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DAILY LIFE



DAILY LIFE

FAST FACTS

- The colonists' main meal of the day was eaten between noon and 3 P.M. Sound like lunch? They called it dinner. So what did they call dinner? Supper.
- Only wealthy families could afford to eat with forks. Most families ate with their fingers.
- In Puritan families, children had to stay at the table to eat. It was considered impolite for children to talk while eating.
- To show respect, colonial children had to bow and curtsy to adults, including their parents.
- Both boys and girls in colonial New England wore dresses until they were about seven years old.
- Beginning in the late 1600s, wigs were stylish for colonial men. In the 1700s it became fashionable to cover wigs with white powder.
- Most colonists thought bathing was unhealthy and did it only a few times a year!
- Fun was mixed with work. Before a barn dance began, kernels of corn were thrown on the floor. While people danced, the feet of the dancers pressed the oil from the kernels into the raw wood, helping to make it smooth and polished.

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COLONIAL DRESS

Follow the directions to dress a colonial man and woman.

1. Read the information below about how men and women dressed in the New England colonies.
2. Cut out and glue the man to 6" x 9" (15 x 23 cm) sheet of construction paper.
3. Color the man's articles of clothing and then carefully cut out each piece. Using the information below, glue each piece of clothing on the model, layer by layer, in the correct order. Glue only at the top of each article of clothing so each layer of clothing may be seen when you flip them up.
4. Glue the information about the clothing of a colonial man on the back of the construction paper. Cut around the figure, leaving a narrow border of color. When you finish, you should have a well-dressed colonial man.
5. Follow the same directions for making the colonial woman.



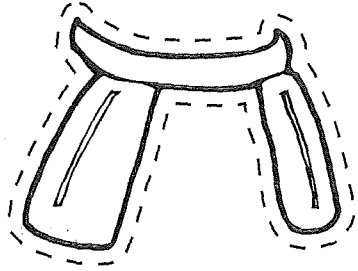
Men in New England wore white linen shirts. A tightly fitting jacket called a doublet was worn over the shirt. Sometimes the men wore a ruffled collar. Long woolen stockings that came over the knees were tucked into short pants called breeches. Garters kept the stockings in place. Tall, wide-brimmed felt hats were worn both inside and outside. Shoes were made of leather.

Women in New England wore a basic undergarment much like the shirt, which was called a shift. A petticoat was worn over this. The outermost clothing was either a gown, or a fitted jacket (called a waistcoat) and skirt. A long white apron and a soft white cap, called a coif, completed the outfit. Women hung pockets on the outside of their aprons. Leather shoes were similar to the men's shoes.

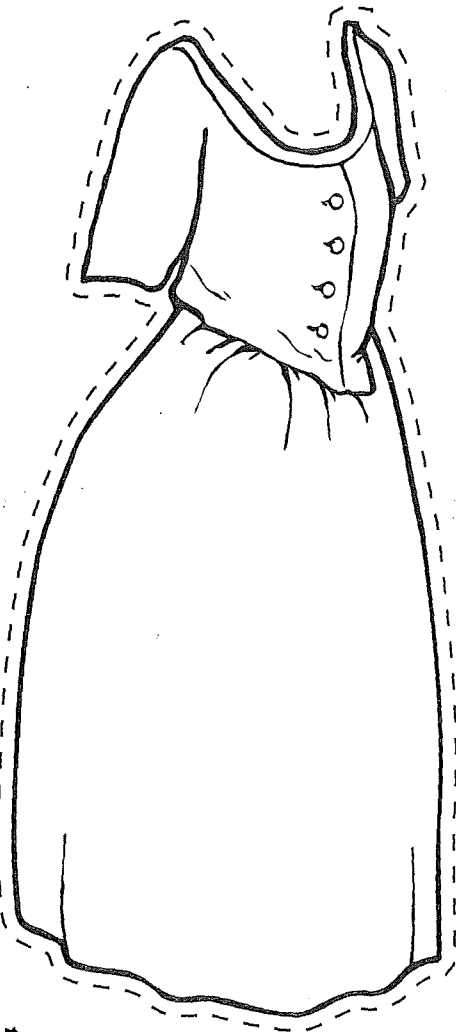
COLONIAL WOMAN



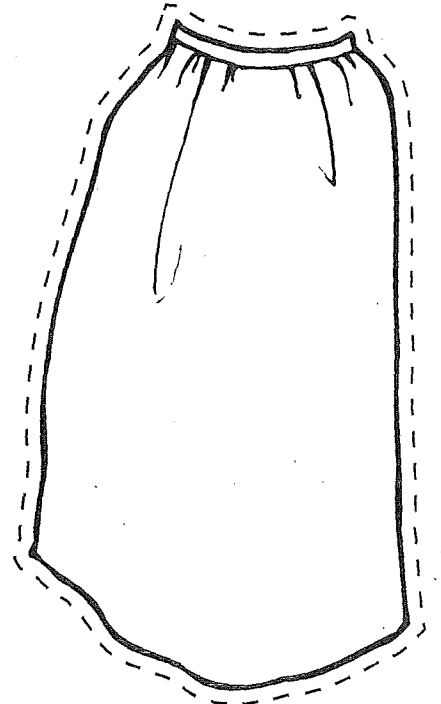
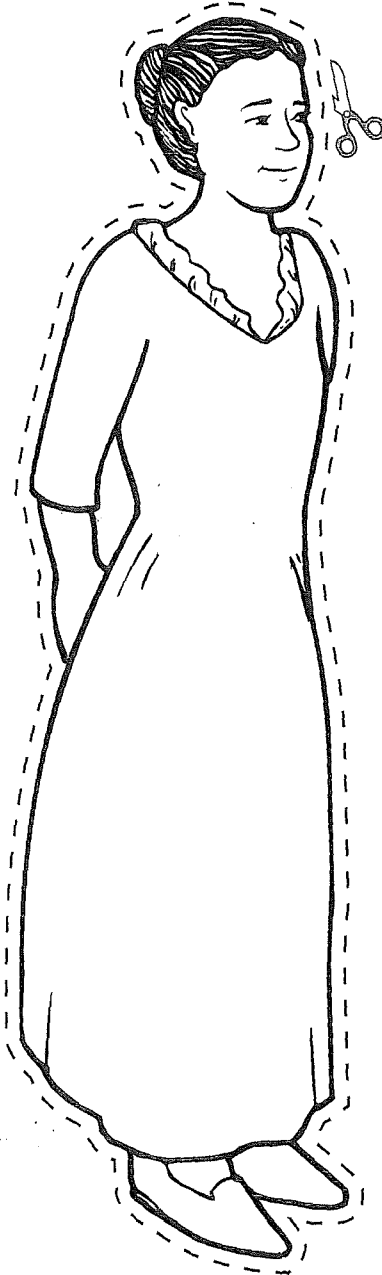
coif



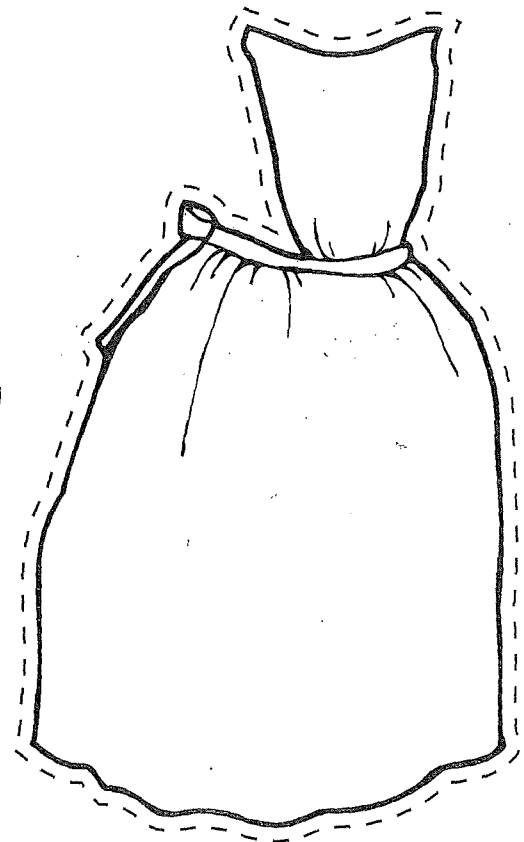
pockets



gown



petticoat



apron

Cause or Effect?

**Before
you
"FLIP"**

Hint: The cause is responsible for an action, and the effect is the result of the action.

**After
you
"FLIP"**

On the back of this paper, write three sentences that explain three effects from playing a sport.

Cause OR Effect?

Effect? OR Cause

Effect

His car was out of gas, so he needed a ride.

Effect

Cause

I was hungry because I skipped breakfast.

Effect

Cause

Because he studied his spelling words, he got a perfect score on his test.

Effect

Cause

He forgot his science book, so he did not complete his assignment.

Effect

Cause

Flowers started to grow because we planted seeds.

Effect

Cause

He fell while riding his bike and cut his knee.

Effect

Cause

The dog began to bark because a stranger stepped on the porch.

Effect

Cause

We turned on the fan since it was getting very warm.

Effect

Cause OR Effect?

CTP © 2011

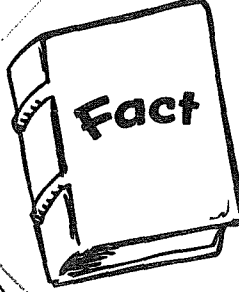
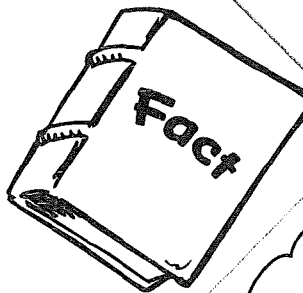
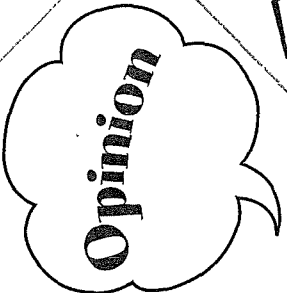
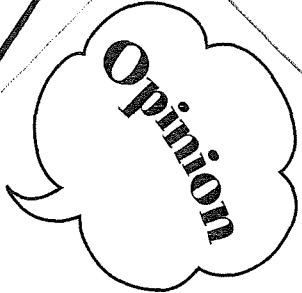
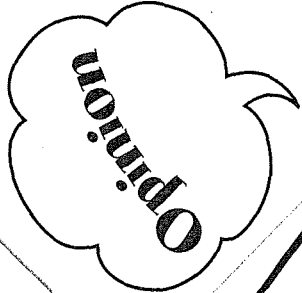

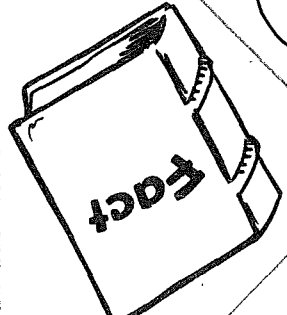
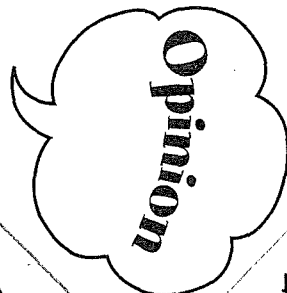
Fact or Opinion?

**Before
you
"FLIP"**

Hint: Facts are true and can be proven. An opinion is how someone feels about a topic and cannot be proven.

**After
you
"FLIP"**

On the back of this paper, write a fact and an opinion about yourself.

<p>Fact OR Opinion?</p>	<p>It was 85 degrees today.</p> 	<p>The car is two years old.</p> 	<p>Fact OR Opinion?</p>
<p>That was a funny movie.</p> 		<p>The orange is very sweet.</p> 	
<p>Jogging is wonderful exercise.</p> 	<p>Fact</p> 	<p>Fact</p> 	<p>Hamburgers are better than hot dogs.</p> 
<p>Fact OR Opinion?</p>	<p>Our class took a trip to the zoo.</p>	<p>The restaurant opens at 11:00 a.m.</p>	<p>Fact OR Opinion?</p>

Name _____

Date _____

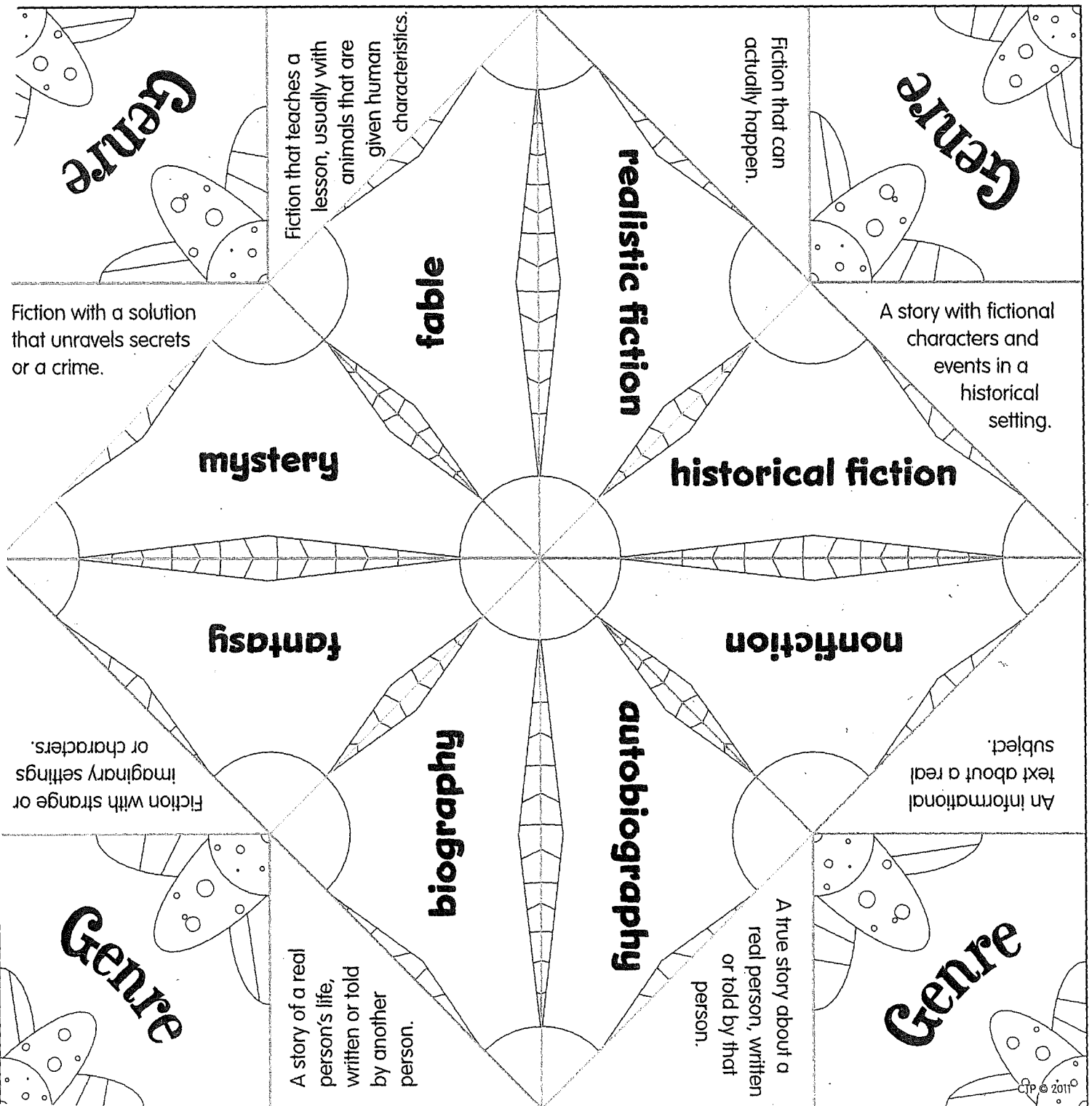
Genre

**Before
you
"FLIP"**

Hint: A genre is a category of writing that has a particular theme or style. Types of genres include autobiography, biography, fable, fantasy, historical fiction, mystery, nonfiction, and realistic fiction.

**After
you
"FLIP"**

On the back of this paper, compare and contrast two genres using a Venn diagram.



Context Clues



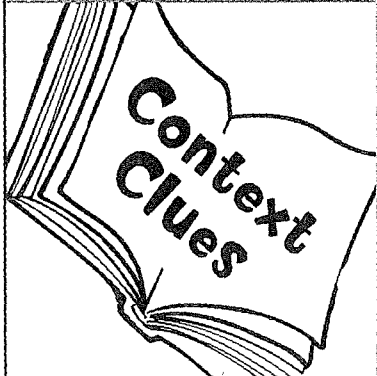
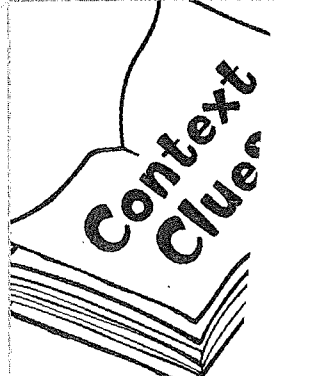
**Before
you
"FLIP"**

Hint: Use the context clues in the sentences to help determine the meaning of the underlined words.

**After
you
"FLIP"**

Read the sentence below. Predict the meaning of the underlined word by using context clues, and write your idea on the back of this paper. Verify your prediction by locating the definition in a dictionary.

Bats that eat fruit and nectar spread seeds and help flowers grow.
Without bats, many plants would not thrive.

	<p>The house was <u>enlarged</u> to make more room for the growing family.</p>	<p>I need your opinion. Let's <u>confer</u> before we make a decision.</p>	
<p>There was only one <u>stag</u> among the herd of female deer.</p>	<p>made larger, expanded</p>	<p>to talk things over, exchange opinions</p>	<p>We watched tiny leaves appear as our seeds began to <u>germinate</u>.</p>
<p>male deer</p>	<p>to sprout or grow</p>	<p>to leave</p>	<p>too much</p>
	<p>I knew it would rain because it was a <u>gloomy</u> day.</p>	<p>The kitten seemed <u>skittish</u> as it darted under the chair to hide.</p>	
<p>gives permission</p>	<p>dark, dreary</p>	<p>easily frightened</p>	<p>sick after he ate an <u>excessive</u> amount of food.</p>

Author's Purpose

**Before
you
"FLIP"**

Hint: An author's purpose for writing might be to inform, persuade, or entertain.

**After
you
"FLIP"**

On the back of this paper, write down the title of a book you are reading and what the author's purpose is.

inform

There are many different kinds of fish. They come in different sizes and various colors.

entertain

The spy stalked the alien as it approached the satellite.

persuade

Dogs make the best pet. They are friendly and easy to train.

entertain

Sam couldn't wait to go outside to play baseball.

persuade

Winter is a great season. You will love skiing and sledding.

entertain

Wimming is good exercise. You could use the pool at the gym.

inform

Detectives can identify criminals in various ways.

inform

The earliest gum came from the sap of trees.

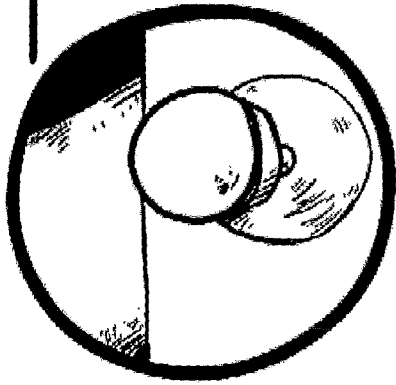
Author's Purpose

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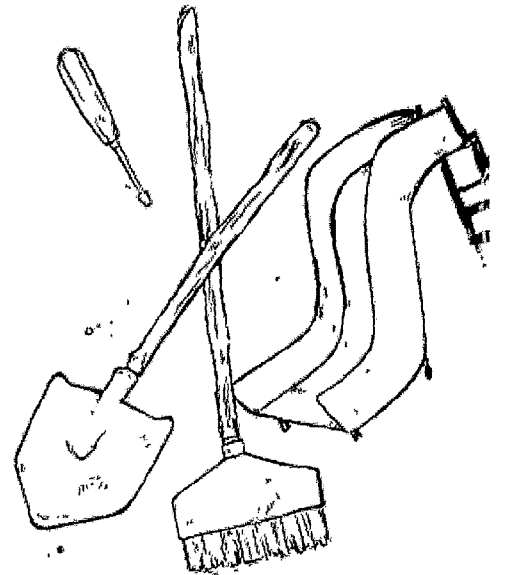
Simple Machines



Illustrated by Caitlin Weibel

Name: _____

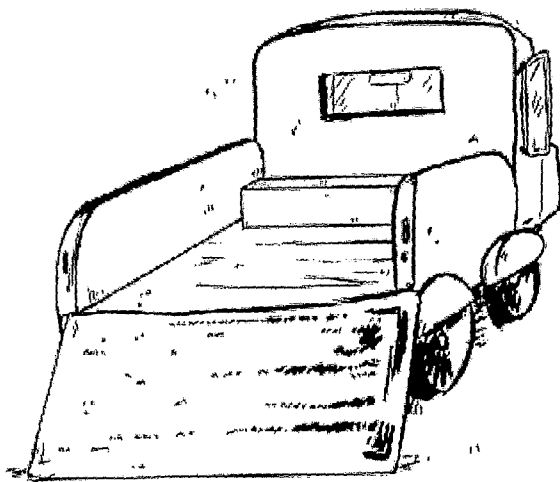
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Machines are objects that make it easier for people to do work. Not all machines have lots of parts or motors.

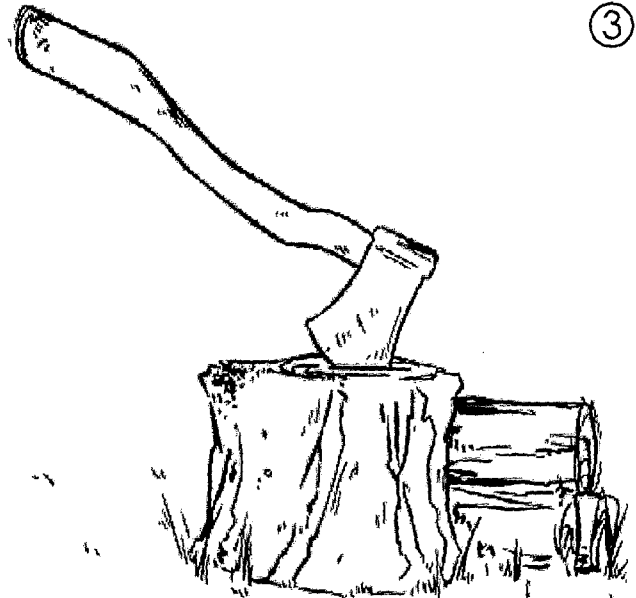
Simple machines have only one or two main parts. A shovel, a screwdriver, a knife, a broom, and even a slide on the playground are all simple machines.

Let's learn about the six types of simple machines.



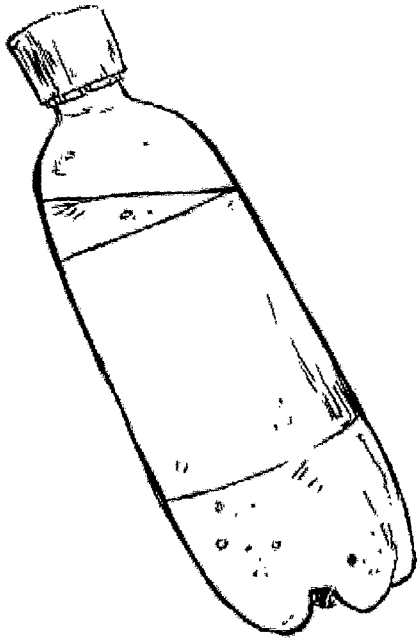
An inclined plane makes moving and lifting things easier. It is a flat, slanted surface that works like a ramp.

Have you ever seen someone load heavy items into the back of a large truck? They may have used a ramp, or inclined plane, to load the truck more easily.



A wedge is a pair of inclined planes attached back-to-back. A wedge is used to force things apart.

Have you ever seen someone chop wood with an ax? The head of an ax is a wedge.

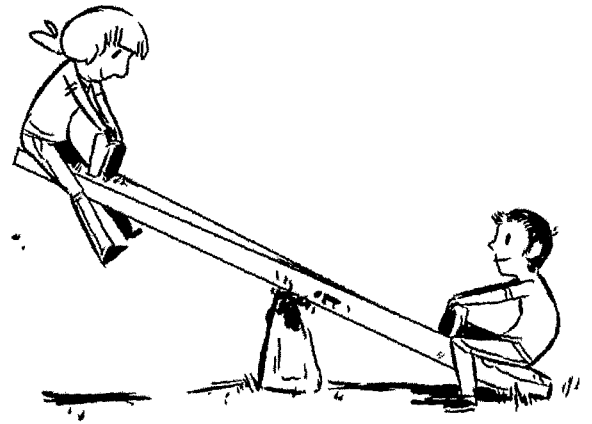


④

A screw is a spiral wrapped around a center post. When you turn it, it can lift objects or hold two objects together.

Have you ever opened a bottle of water? When you turn the cap one way, it opens. If you turn it the other way, it seals the bottle shut. The cap is a screw.

STAPLE

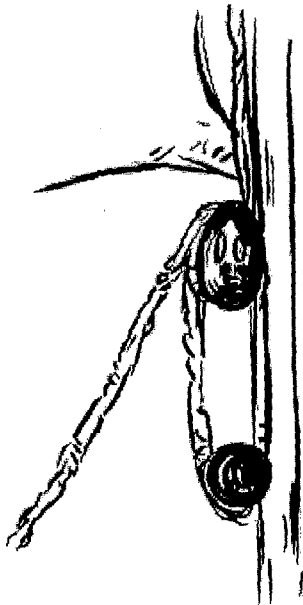


⑤

A lever is a bar that pivots or turns on a fixed point. The fixed point is called the fulcrum.

Have you ever played on a seesaw? The seesaw is a lever. The support in the middle is the fulcrum.

STAPLE

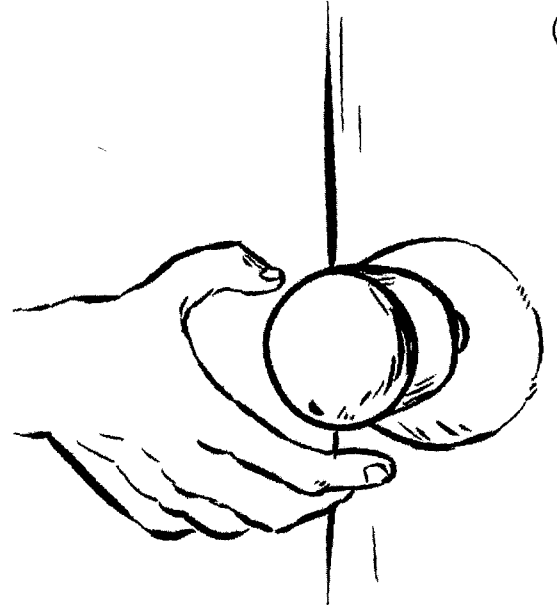


⑥

A pulley is a wheel that is used with a cord or rope. When you pull it downward, the other end lifts upward.

Have you ever seen someone hoist a flag up a flagpole? The flag is attached to a rope. At the top of the flagpole is a pulley. When you pull the rope downward, the flag rises up the pole.

STAPLE



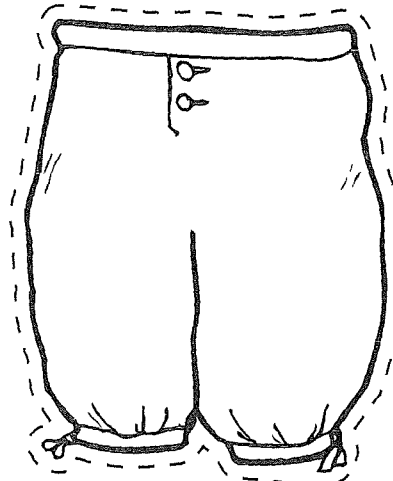
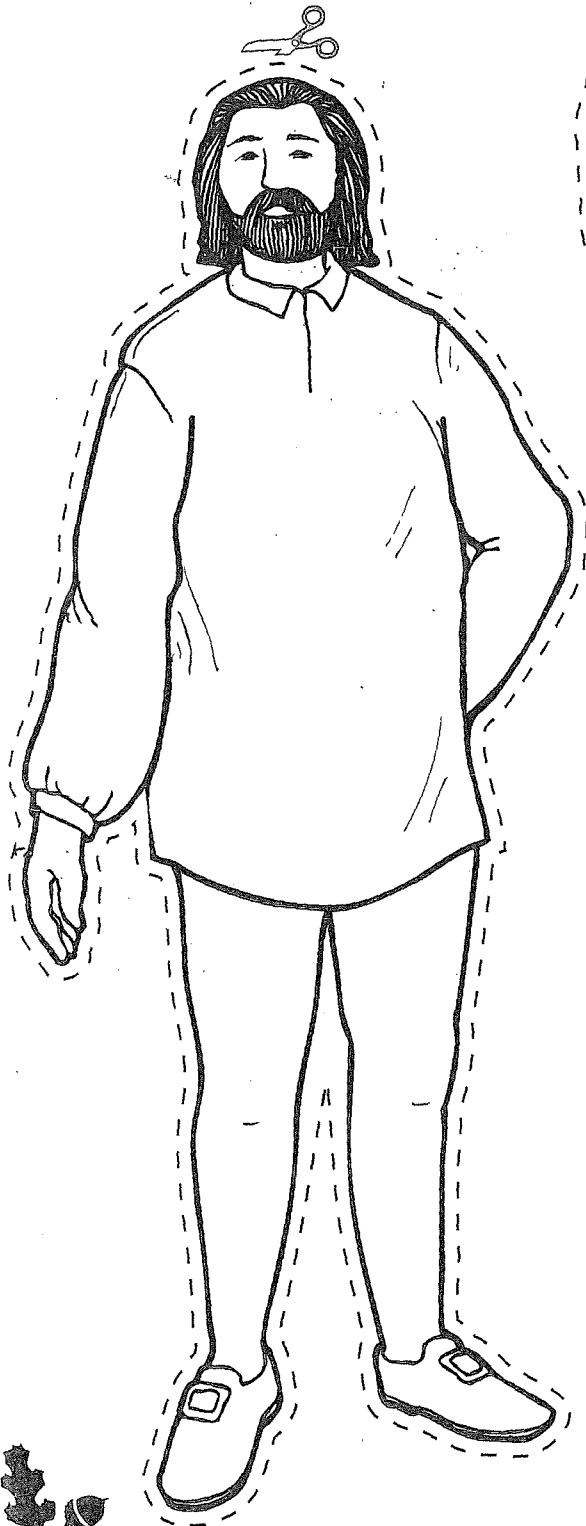
⑦

A wheel and axle is made up of a wheel with a rod attached to it. When the wheel is turned, it turns the axle with it.

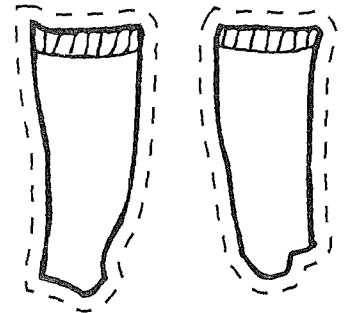
Have you ever turned a round doorknob to open a door? When you turn a doorknob, you are using a wheel and axle. The knob is a wheel. The rod that it is attached to is an axle.

STAPLE

COLONIAL MAN



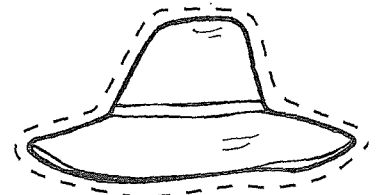
breeches



stockings



ruff



felt hat



doublet

The physics behind six simple (but important) machines

By ThoughtCo.com, adapted by Newsela staff on 08.20.19

Word Count **913**

Level **680L**

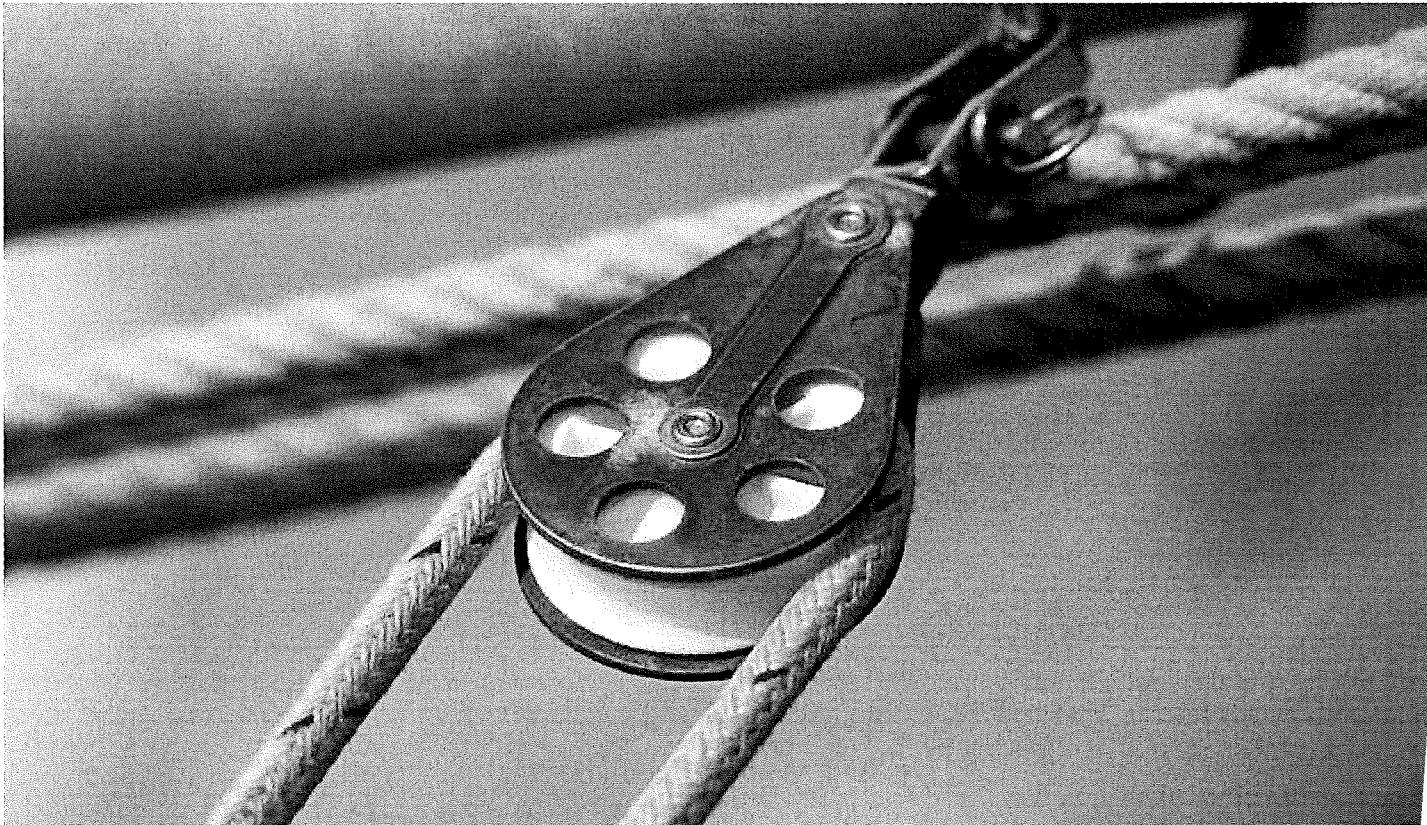


Image 1. A pulley on a sailboat. A pulley is an example of a simple machine. Photo by: Susan E. Degginger/Science Source

Whenever a force moves an object over a distance, work is being done. There are six simple machines that perform work. For a machine to perform work, an initial force must be put into the machine. This is called input force. The machine then exerts a force. This is called output force. Machines create a greater output force than the input force. The relationship between the forces is the advantage of the machine. It is called the machine's "mechanical advantage."

Six simple machines have been used for thousands of years. Archimedes was Greek philosopher. He lived more than 2,200 years ago. He studied the physics behind some of these machines.

The six machines can be combined to create an even greater mechanical advantage. One example of this is a bicycle. It uses many types of simple machines.

Lever

One of these simple machines is a lever. It is made of two parts. The first is a rigid object, which often a bar of some kind. The second part is a fulcrum, or a pivot. A fulcrum is the point on whi

something moves or turns.

Think of a seesaw. A seesaw is a type of lever. The fulcrum is the part of the seesaw that does not move. It is in the middle. The rigid object is the part of the seesaw that moves. It is where you sit. It rests on the fulcrum. Applying a force to one end of the seesaw causes it to move on the fulcrum. This action increases the force at the opposite end of the seesaw.

There are three types of levers. The type depends on the input force, the output force and the fulcrum. It depends on how these three things relate to each other. The earliest lever ever used was a balance scale. Other examples of levers include crowbars and wheelbarrows.

Wheel And Axle

A wheel is a circular device that is attached to a rigid bar, or axle, in its center. You can apply force to a wheel, and this will cause the axle to rotate. You can also apply force to an axle, and this will cause the wheel to rotate.

A wheel is like a type of lever that rotates around a center fulcrum. In this case, the fulcrum is the axle.

The earliest wheel and axle combination was a toy model of a four-wheeled cart. This model was made in Mesopotamia in about 3,500 B.C. Ferris wheels and tires are examples of wheels and axles. A rolling pin is another example.

Inclined Plane

An inclined plane is a plane surface, or flat surface, that is tilted on an angle. The most basic inclined plane is a ramp. Inclined planes make work easier. It requires less force to climb up a ramp to a certain height than to climb to that height vertically. For example, imagine a ramp that leads to the top of a wall. Walking up a ramp is less work than climbing up the wall.

No one invented the inclined plane. It can be found in nature. However, humans have been using man-made planes for a long time. People used ramps to build large buildings. They did this as early as 10,000–8,500 B.C.

Wedge

The wedge is like a double inclined plane. This means that both sides are inclined. When a double inclined plane moves, it exerts a force along the lengths of the sides. It pushes two objects apart. Axes, knives and chisels are all wedges.

The common "door wedge" is an example of a wedge. However, it does not push two objects apart. Instead, it uses the force on its surfaces to provide friction. Friction is a force that resists the motion of an object.

The wedge is the oldest simple machine. It was made by our ancestors about 1.2 million years ago. They used wedges to make stone tools.

Screw

A screw is a shaft, like a pole or a stick. It has a groove, or narrow cut, along its surface. The groove is on an incline.

When you rotate a screw, you apply torque. This is a twisting force. When the screw is rotated, the force is applied at a right angle to the groove. When this happens, the rotating force becomes a linear force. Linear means progressing in a straight line.

Screws are often used to lock objects together. Examples of screws include the hardware screw and bolt. The Babylonians in Mesopotamia developed the screw in the seventh century B.C.

Pulley

A pulley is a wheel with a groove along its edge. A rope or cable can be placed in the groove. In a pulley, force is applied over a long distance. This force combines with the tension in the rope or cable. It lets you reduce the amount of force you need to first apply when you move an object. This is how many complex pulleys work.

Simple pulleys were used by the Babylonians in the seventh century B.C. The first complex one had several wheels. It was invented by the Greeks. Archimedes perfected the pulley. He made the first "block and tackle." This is a system of at least two pulleys. The pulleys have a rope or cable threaded between them.

Who Coined The Word "Machine"?

The word "machine" was first used by Homer in the eighth century B.C. He was an ancient Greek poet. He used the word when he talked about politics.

Quiz

- 1 How does the "mechanical advantage" work?
- (A) It happens when many different simple machines are combined.
 - (B) It happens when a machine does more work than it is supposed to.
 - (C) It happens when a person can do the same work as a machine.
 - (D) It happens when the output force is more than the input force.

- 2 Complete the sentence.
- Using an inclined plane causes _____.
- (A) less work to be done and more force to be used
 - (B) more work to be done and less force to be used
 - (C) less work to be done and less force to be used
 - (D) more work to be done and more force to be used

- 3 Read the following paragraph from the section "Wedge."

The common "door wedge" is an example of a wedge. However, it does not push two objects apart. Instead, it uses the force on its surfaces to provide friction. Friction is a force that resists the motion of an object.

What does the author mean by "resists"?

- (A) helps to move
 - (B) is similar to
 - (C) works against
 - (D) does not affect
- 4 Read the following paragraph from the section "Screw."
- When you rotate a screw, you apply torque. This is a twisting force. When the screw is rotated, the force is applied at a right angle to the groove. When this happens, the rotating force becomes a linear force. Linear means progressing in a straight line.*
- Which word from the paragraph helps the reader to understand the meaning of "rotate"?
- (A) twisting
 - (B) angle
 - (C) groove
 - (D) straight

Name: _____

Nonfiction Reading Test

Carnivorous Plants

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Imagine that you're a fly. You're just zipping around the sky, looking for a place to rest, when you see nice pink leaf. *That looks like a nice place to land.* You think to yourself in your fly head. As you rest your feet on the leaf, you notice something strange. This leaf is hairy. You begin to make your move, but you trigger the plant's reflex. *Snap!* In one-tenth of a second, you are caught in the Venus flytrap. You will be digested in five to twelve days. Welcome to the world of carnivorous plants!

There are over a quarter of a millions plant species. Only 600 or so are carnivorous. We call them this because they attract, trap, and eat bugs. Like other plants, they get energy from the sun. But unlike other plants, they get their nutrients from their prey. Carnivorous plants live in bogs and places where the soil lacks nutrients. Most plants get nutrients from the soil. Carnivorous plants have turned to other sources.

The snap of the Venus flytrap is not the only way that plants eat bugs. Pitcher plants trick their prey into landing on them. They offer nectar bribes to the foolish insects that would take them. True to their name, pitcher plants have deep chambers. Their landing surface is slippery. They have inward pointing hairs, making it hard to escape. The fly lands on the pitcher plant to eat, but slips into a pit filled with digestive fluids and is eaten.

Then there're sundews. We call them sundews because they sparkle in the sun as if covered in morning dew. Of course, that sparkle is from something much more *treacherous*. It is a sweet goo called mucilage that bugs can't resist. Sundews create mucilage to attract bugs. As they fly in to eat, bugs become trapped in the very object of their desire. They soon exhaust themselves by trying to escape the mucilage. Or the sundew's tentacles, which respond to prey by curling around them, smother them. Bugs usually die in about 15 minutes. Then the plant dissolves its prey in enzymes and absorbs the nutrients.



Have you ever walked into trouble and found that you couldn't get out? So has every insect that has ever wandered into a corkscrew plant. Bugs love to investigate plants for nectar and food.

Corkscrew plants have inviting stems. Curved hairs line the inside of these stems. These hairs allow insects to go up the stems, but not back. Going forward leads a chamber filled with digestive fluid, the plant's stomach. Bugs who wander into the corkscrew plant find that they are unable to escape. They must march to their own demise.

And then there are the bladderworts. They're about as nice as they sound. They live in water and float near the surface. Their traps are like small bladders hidden beneath the water. Only their flowers are visible from the surface. When bugs swim into the trigger hairs, the plant reacts. A trapdoor in the bladder opens up. The bladder sucks up the prey and the water surrounding it. A tenth of a second later, the bladder shuts again. The plant has trapped the prey. It releases digestive fluids. The prey will be digested within hours.

Carnivorous plants might sound tough, but they are difficult to keep at home. They are built to survive in places that other plants cannot. This specialization comes at a cost. They have a hard time adapting to other environments. Their strengths become weaknesses in rich soil. They depend on the harsh yet delicate environments in which they thrive. They are not so hardy after all. Still, there's something to be said about the power of life when one finds a plant that can survive in barren soil.

1. Which statement would the author most likely **agree** with?
 - a. There are too many species of carnivorous plants.
 - b. There are too few plant species in the world.
 - c. Only a small number of plants are carnivorous.
 - d. A majority of plants are carnivorous.

2. Which plant traps bugs in its stem and forces them to walk forward?
 - a. Corkscrew plants
 - b. Sundews
 - c. Bladderworts
 - d. Pitcher plants

3. Which of the following statements is **false**?
 - a. Carnivorous plants get their energy from eating bugs.
 - b. Carnivorous plants do not get nutrients from the soil.
 - c. Carnivorous plants get their energy from the sun.
 - d. Carnivorous plants get their nutrients from eating bugs.

4. Which event happens **last** when a sundew eats a meal?
 - a. The sundew creates mucilage.
 - b. The sundew's tentacles curl in response to the prey.
 - c. The bug is attracted to the mucilage.
 - d. The sundew releases enzymes.

5. Which best expresses the main idea of the **third** paragraph?
 - a. There are more types of carnivorous plants than the Venus fly trap.
 - b. The pitcher plant tricks bugs into falling into its stomach.
 - c. The Venus flytrap kills its prey in a various ways.
 - d. Some plants attract bugs by offering them nectar.

6. Which best defines the word *treacherous* as it is used in the **fourth** paragraph?
 - a. Something that provides nutrients.
 - b. Something that is very bright.
 - c. Something that tastes delicious.
 - d. Something that has a hidden danger.

7. Which best describes the overall text structure of the second paragraph?
 - a. Chronological order
 - b. Compare and contrast
 - c. Sequential order
 - d. Spatial

8. Which statement would the author most likely **disagree** with?
 - a. Carnivorous plants cannot thrive in rich soil.
 - b. Bladderworts react quickly when their trigger hairs are bumped.
 - c. Carnivorous plants are tough and can live in any environment.
 - d. Bladderworts hide their traps just below the surface of the water.

Name _____

Date _____

R (restate question)

A (answer question)

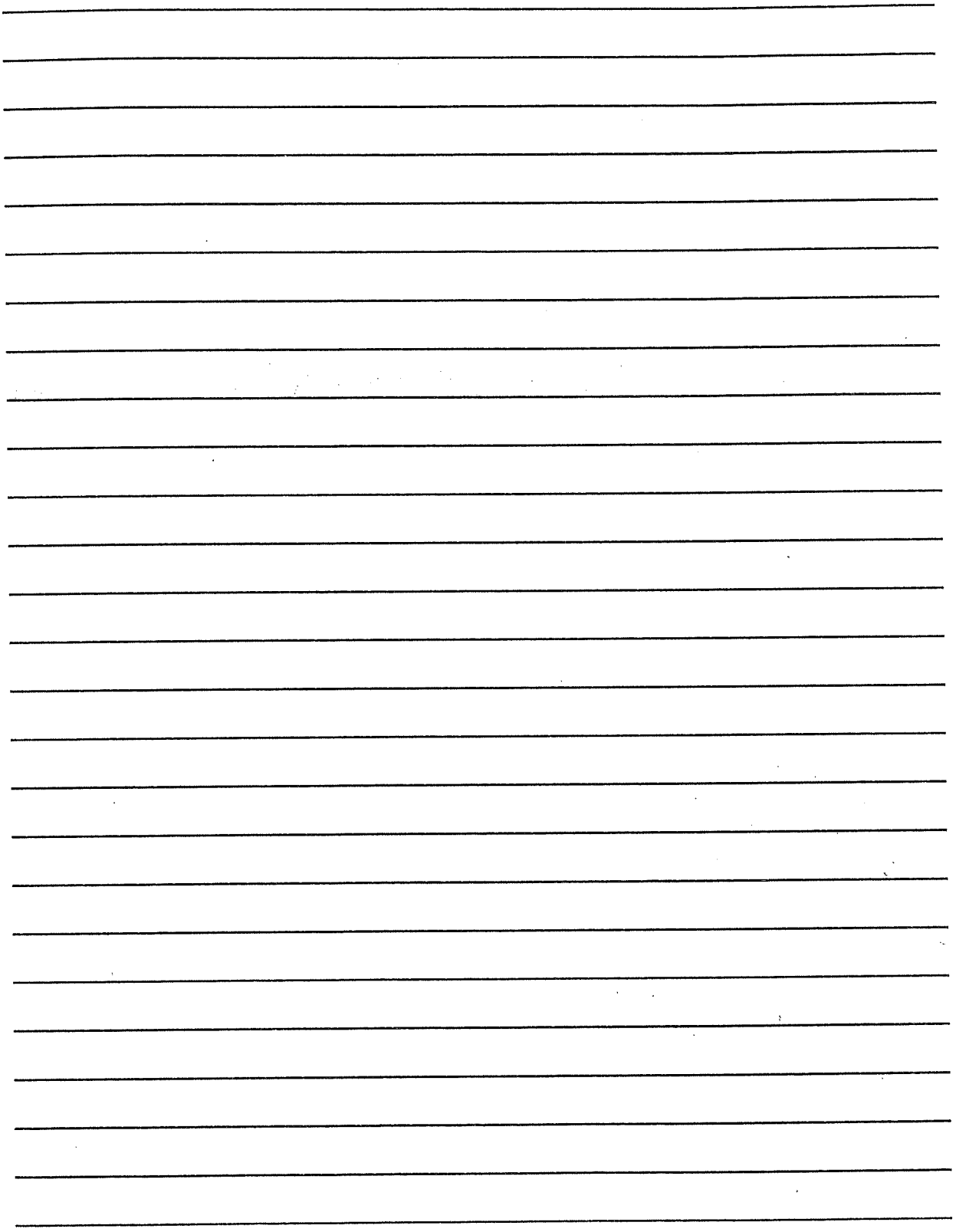
D (detail)

E (explain/example)

D (detail)

E (explain/example)

C and I (closing statement and I statement)



Nonfiction Reading Comprehension Test

Hummingbirds

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

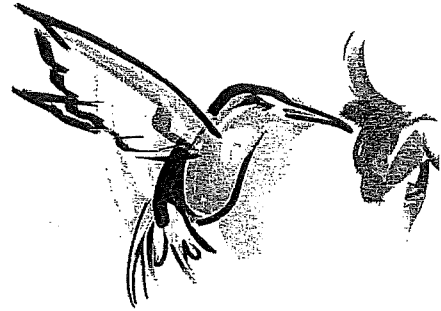
Have you ever heard the sound of a hummingbird? They make a buzzing noise when they fly. They make this noise because they beat their wings so fast. They beat their wings up to 80 times a second. All that flapping makes a lot of noise. That's why we call them hummingbirds.

Hummingbirds fly in a unique way. They move their wings so fast that they can hover. This means that they can stay in one spot in the middle of the air, like a helicopter. Sometimes they fly or hover upside down. They are the only bird that flies backward.

Hummingbirds are small. One type called the bee hummingbird is the smallest bird in the world. Bee hummingbirds weigh less than a penny. They are just a little bit bigger than bees. I guess that's where they get their name.

Bee hummingbirds build tiny nests. They use cobwebs and bits of bark to make their homes. Their homes are only an inch around. This is big enough for their eggs though. Their eggs are smaller than peas. People have found these tiny nests on a clothespin.

Hummingbirds move fast. It takes lots of energy to move as fast as they do. This means that they need to eat a lot of food. Their favorite food is nectar, a sweet liquid inside of some flowers. They drink more than their own weight in nectar daily. They have to visit hundreds of flowers to get enough nectar to live. They can only store enough energy to survive through the night. They live on the edge.



Hummingbirds don't use their long beaks like straws. They have a tongue just like you. They use their tongues for eating. They flick their tongues in and out of their mouths while inside of flowers. They lap up nectar. Flowers give them the energy that they need.

Hummingbirds help flowers too. They get pollen on their heads and bills when they feed. Flowers use pollen to make seeds.

Hummingbirds help pollen get from one flower to the next. This helps flowers make more seeds. More seeds means more flowers. More flowers means more food for hummingbirds. Isn't it nice how that works out?

1. Why are they called hummingbirds?
 - a. They are very light
 - b. They sing when they fly
 - c. Their wings make a humming sound
 - d. Their song sounds like humming

2. How do hummingbirds eat?
 - a. They drink nectar through their beaks like a straw.
 - b. They chew up flower petals with their beaks.
 - c. They use their heads and bills to eat pollen.
 - d. They lap up nectar with their tongues.

3. How do hummingbirds help flowers?
 - a. They drink nectar.
 - b. They eat pollen.
 - c. They bring pollen from one flower to the next.
 - d. They plant seeds.

4. According to the text, which does the bee hummingbird use to make nests?
 - a. straw
 - b. concrete
 - c. bark
 - d. sticks

5. Which best describes the main idea of the fifth paragraph?
 - a. Hummingbirds move fast.
 - b. Hummingbirds like to eat nectar.
 - c. Hummingbirds use lots of energy and eat often.
 - d. Hummingbirds drink their own weight in nectar every day.

6. Which statement about bee hummingbirds is **not** true?
 - a. Bee hummingbird eggs are smaller than peas.
 - b. Bee hummingbirds weigh less than a penny.
 - c. Bee hummingbirds have built nests on clothespins.
 - d. Bee hummingbirds do not grow larger than bees.

7. What is unique about the way that hummingbirds fly?
 - a. They can fly faster than any other bird.
 - b. They can fly longer than any other bird.
 - c. They can fly forward and backward.
 - d. They can only fly for a few seconds at a time.

8. Which best defines the word **hover** as used in paragraph two?
 - a. To stay in one spot in the air
 - b. To clean an area thoroughly
 - c. An animal that has hooves
 - d. To move your wings very fast

9. Why do flowers need pollen?
 - a. Flowers eat pollen.
 - b. Pollen attracts hummingbirds.
 - c. Hummingbirds eat pollen.
 - d. Flowers use pollen to make seeds.

10. Which title best describes the main idea of this text?
 - a. *Bee Hummingbirds: The World's Smallest Bird*
 - b. *Pollination: How Birds and Flowers Work Together*
 - c. *Hummingbirds: Unique and Uniquely Helpful*
 - d. *Interesting Facts About Birds*

Name _____

Date _____

R (restate question)

A (answer question)

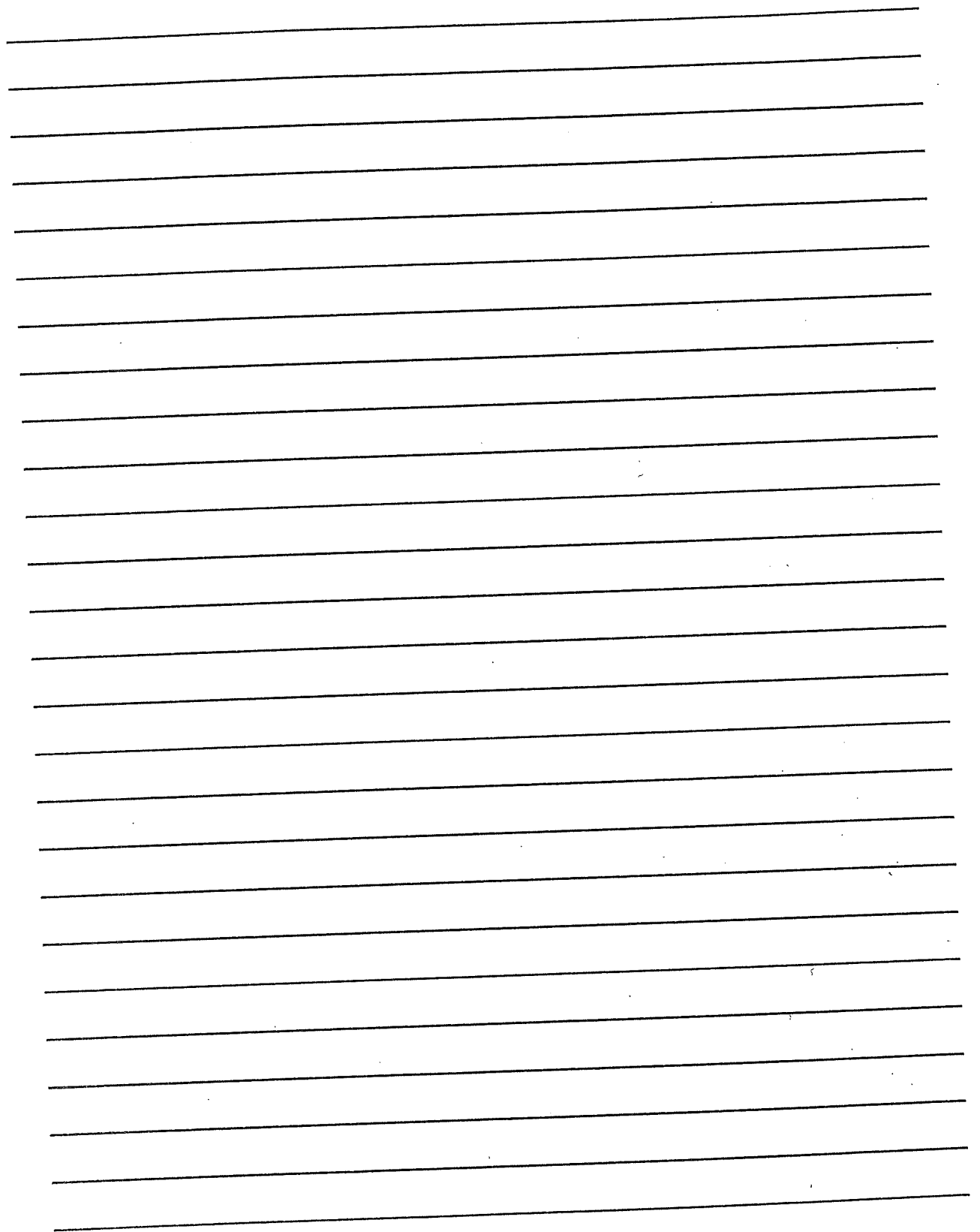
D (detail)

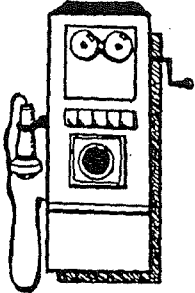


E (explain/example)

D (detail)

E (explain/example)

C and I (closing statement and I statement)



<p>Dr. Seuss born, 1904</p> <p>2</p> <p><i>What is Dr. Seuss's real name?</i></p>		<p>Alexander Graham Bell's Birthday</p> <p>3</p> <p><i>What did he invent?</i></p>	<p>March has 31 days</p> <p>4</p> <p><i>What other months have 31 days?</i></p>
<p>International Women's Day</p> <p>8</p> <p><i>Who is your favorite woman?</i></p>	<p>March comes in like a lion...</p> <p>9</p> <p><i>... and goes out like a _____?</i></p>	<p>Harriett Tubman Day</p> <p>10</p> <p><i>What was the Underground Railroad?</i></p>	<p>Johnny Appleseed Day</p> <p>11</p> <p><i>Eat an apple a day and.....?</i></p>
<p>First blood bank established, 1937.</p> <p>15</p> <p><i>What is your blood type?</i></p>	<p>Vitamin C discovered, 1932.</p> <p>16</p> <p><i>What foods have Vitamin C in them?</i></p>	<p>St. Patrick's Day</p> <p>17</p> <p><i>What is the Blarney Stone?</i></p>	
<p>Marcel Marceau born in 1923.</p> <p>22</p> <p><i>What does pantomime mean?</i></p>	<p>"Give me liberty or give me death"</p> <p>23</p> <p><i>Who said this famous quote?</i></p>	<p>Harry Houdini born, 1874.</p> <p>24</p> <p><i>What is another name for prestidigitator?</i></p>	<p>Mt. Rushmore Day</p> <p>25</p> <p><i>What 4 presidents are represented on Mt. Rushmore?</i></p>
	<p>Happy Doctor's Day</p> <p>30</p> <p><i>What kind of a doctor would you like to be?</i></p>	<p>Newfoundland, Canada became a province, 1949.</p> <p>31</p> <p><i>Is it the ninth or tenth province?</i></p>	<p>Other holidays:</p> <ul style="list-style-type: none"> ■ Music In Schools Month ■ Purim (Jewish Holiday) ■ Youth Art Month ■ National Wildlife Week ■ Easter (some calendar years)

To be used with the March 16, 2020, issue

Collaborative Discussions
Common Core SL.4.1

Name: _____

YES Ready, Set, Debate! **NO**

Read "What Happened to Amelia Earhart?" on page 7. Then get ready to take part in a class debate on the topic. Your teacher will assign you one side of the issue to argue. Use this page to help you prepare to express your ideas during the debate.

1. Which side of the debate were you assigned to support?

- Amelia Earhart landed on an island.
- Amelia Earhart crashed in the ocean.

2. Provide three reasons you will give to support your point of view.

- a. _____

- b. _____

- c. _____

3. What reasons might your opponents use to support their point of view?

- a. _____

- b. _____

- c. _____

4. How will you respond to your opponents' arguments?

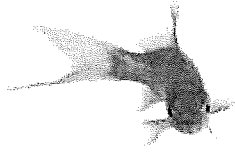
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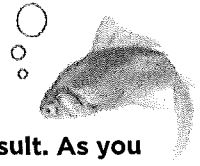
To be used with the March 16, 2020, issue

Name: _____

Cause/Effect
Common Core RI.4.5



Causing Trouble



A cause is a reason something happens. An effect is something that happens as a result. As you read "How This Little Goldfish Can Cause Big Trouble," look for cause-and-effect relationships and record them below. For the last one, fill in your own example from the article.

Cause

(why something happens)

Effect

(what happens as a result)

1



Goldfish have invaded
waterways across the
country.

2

Goldfish have no natural
predators.



3



Native fish struggle to
survive and the entire
ecosystem is affected.

4



To be used with the March 16, 2020, issue

Name: _____

Close-Reading Questions

Refer to "How This Little Goldfish Can Cause Big Trouble" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Why are goldfish considered invasive species?

2. Do you think it is humane or irresponsible to release goldfish into the wild? Support your response with evidence.

3. How are goldfish similar to Burmese pythons? Use details from the article and sidebar to support your response.

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Name: _____

Close-Reading Questions

Refer to "A Place to Call Home" to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Why did Tani and his family leave Nigeria?

2. How did playing chess help Tani?

3. How are refugees and immigrants different?

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To be used with the March 16, 2020, issue

Name: _____

Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

A Place to Call Home Pages 2-3

1 **Part A** Which statement about Tani is true?

- Ⓐ He doesn't want to play chess anymore.
- Ⓑ He knew chess would lead to a new home.
- Ⓒ His success is the result of pure luck.
- Ⓓ He is a motivated learner.

2 **Part B** Which detail best supports the answer to question 2?

- Ⓐ "Tani didn't realize it at the time, but that victory would change his life."
- Ⓑ "...Tani would lie on the floor of the shelter and practice for three more hours."
- Ⓒ "Tani wound up with more than just a trophy."
- Ⓓ "It completely changed my life," Tani says."

3 According to the sidebar on page 3, both refugees and immigrants ____.

- Ⓐ are never able to return home
- Ⓑ have time to plan their travel
- Ⓒ leave their homes behind
- Ⓓ escape from danger, such as war or violence

How This Little Goldfish Can Cause Big Trouble Pages 4-5

4 Which is an example of an invasive species?

- Ⓐ beetles from Asia that destroy a U.S. forest
- Ⓑ a dog adopted from a shelter to be a household pet
- Ⓒ native bees creating honey in a beehive
- Ⓓ a hawk creating a nest in a tree

5 Which is likely to happen if people continue releasing goldfish into bodies of water?

- Ⓐ Bodies of water will become less murky.
- Ⓑ Goldfish populations will decrease.
- Ⓒ The populations of native fish will decrease.
- Ⓓ People will stop buying goldfish at pet stores.

6 As used in the section "A Struggle to Survive," if something is kept *in check*, it is ____.

- Ⓐ controlled
- Ⓑ growing
- Ⓒ trapped
- Ⓓ struggling

Back to a Booster? Page 6

7 What two factors determine whether a kid needs to sit in a booster seat?

- Ⓐ the type of car and age of the kid
- Ⓑ the age and weight of the kid
- Ⓒ the age and height of the kid
- Ⓓ the height and weight of the kid

A Unicorn Puppy Page 6

8 The author uses parentheses in paragraph 1 to ____.

- Ⓐ answer a question that readers may be wondering about
- Ⓑ give a quote from an expert
- Ⓒ define a new term
- Ⓓ ask readers a question

9 Which phrase from the article shows the meaning of *spare*?

- Ⓐ "an extra"
- Ⓑ "is harmless"
- Ⓒ "wag it"
- Ⓓ "be unusual"

What Happened to Amelia Earhart?

Page 7

10 Which statement about Amelia Earhart's disappearance is true?

- Ⓐ Her airplane did not have a radio in it.
- Ⓑ She was rescued from Nikumaroro.
- Ⓒ Experts are certain of what happened to her.
- Ⓓ The exact details of where she disappeared are unknown.

TOP PICKS | 18 TOOLS

Best News Websites for Students



Time for Kids

Digital news magazine for kids can drive current events conversation

Bottom line: While some articles lack differentiation, and lessons don't always stretch higher-order thinking skills, this site is one of the best options for bringing current events into elementary classrooms.

Grades: K-6 Price: Free, Paid



NBC Learn

Vast video site offers current, historical content

Bottom line: This is a great source for video-based news, thanks to the huge archive, current events coverage, and teacher-friendly extra links to Newsela articles.

Grades: K-12 Price: Free to try



Smithsonian: TweenTribune

Trustworthy tween news site has cool classroom component

Bottom line: TweenTribune's questions, quizzes, and educator tools can help kids follow and understand the news; its content may work best with younger users.

Grades: K-12 Price: Free



National Geographic Kids

Stunning photos and in-depth stories of Earth's peoples and wildlife

Bottom line: This large collection of multimedia resources teaches younger students about animals, habitats, countries, and cultures.

Grades: Pre-K-8 Price: Free, Paid



KidsPost

Kid-centric news site could use more comprehensive, timely content

Bottom line: While it doesn't provide complete news updates, analysis, or writing practice, KidsPost content makes for interesting, kid-themed reading assignments.

Grades: 2-7 Price: \$10/four weeks for basic; \$15/four weeks for premium

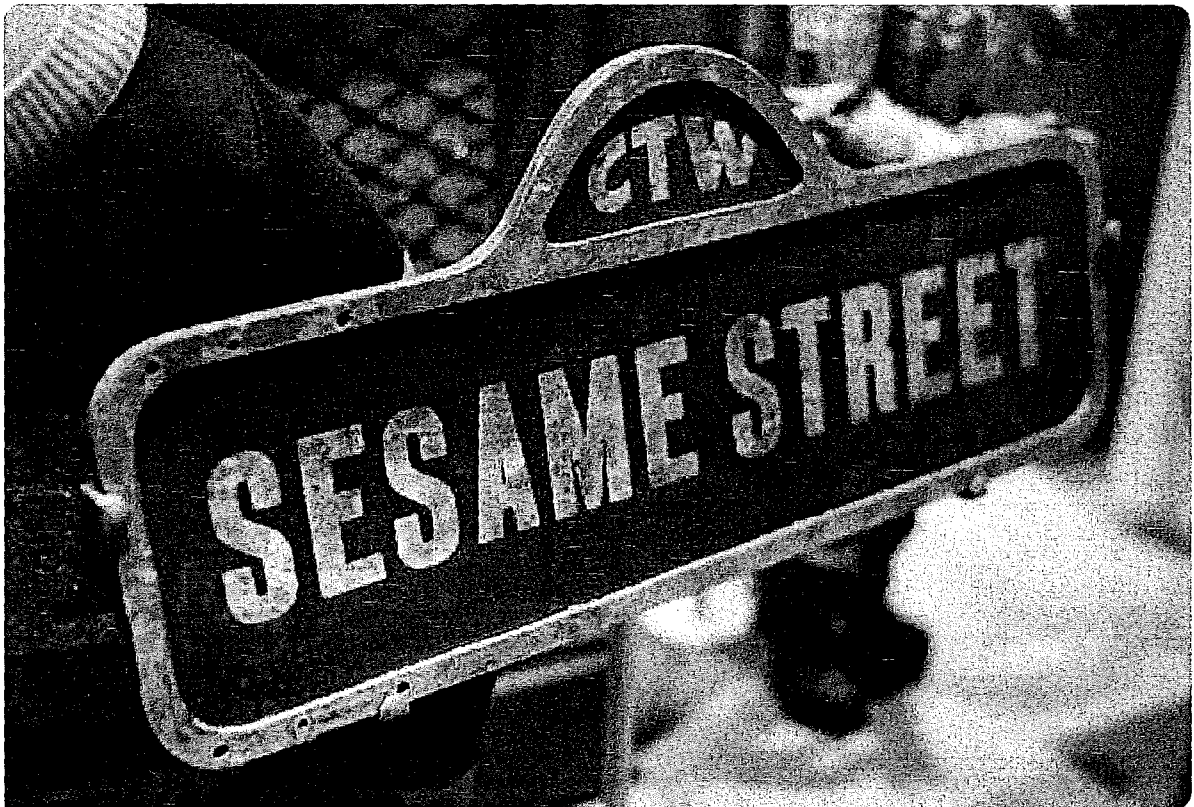
verywell family*From the Library: NPE*

Fun and Free Educational Websites for Kids

By [Apryl Duncan](#) Reviewed by [Rachel Gurevich](#) Updated on January 03, 2020

Your children can learn something new today in a safe online environment. These 17 free educational websites for kids are fun while offering online [teaching games](#), printables, videos, and so much more.

1 Sesame Street



Kris Connor / Getty Images

2 PBS Kids

Each of the educational shows your children watch on PBS has its own learning section through PBSKids.org. Try sing-a-long songs, sorting and [counting games](#), watch videos, and more.

3 [Starfall](#)

When a mom mentions she's looking for some great educational websites for her kids, it's not long before Starfall.com is mentioned. The site has been online since 2002 and works with your children from letter recognition to reading plays, nonfiction, and comics.

4 [CoolMath](#)

CoolMath.com calls itself "an amusement park of [math](#) and more." Children can play online math games that help them with addition, subtraction, multiplication, division, decimals, money and more. CoolMath is geared toward ages 13 and up, but sister site CoolMath4Kids.com is appropriate for ages 3 through 12. CoolMath-Games.com includes math games for preschoolers.

5 [TIME for Kids](#)

From the publishers of TIME magazine, TIMEforKids.com is loaded with interesting articles, photos, and videos. Politics, the environment, entertainment, sports, and health are just some of the topics covered. TIME for Kids isn't as interactive as most of the other website on this list of educational websites for kids, but the site does tackle subjects that are in the news now while being written for an audience of children.

6 [National Geographic Kids](#)

Watch animal cameras, learn interesting tidbits about animals, see and share photos of nature, learn about different countries and try science experiments on Kids.NationalGeographic.com. These activities don't even begin to scratch the surface of the National Geographic Kids website. There's also a "Little Kids" section for the younger explorers in your home.

7 [The KIDZ Page](#)

TheKidzPage.com has more than 5,000 pages of learning games and activities. Online coloring pages, jigsaw puzzles and word games are just a few sections of this massive site. Each holiday has its own section of activities and games to enjoy with your children.

8 [How Stuff Works](#)

When your child wants to know why the sky is blue, how a tornado forms, or any number of other questions she can come up with on a daily basis, head on over to How Stuff Works. The articles break down subjects like autos, culture, entertainment, science, money, technology and more. Games, quizzes, and videos also round out your children's learning experience.

9 Fun Brain

One visit to Fun Brain and you'll want to bookmark it for your kids. Math, reading, online books and learning games are just some of the site's many treats. Fun Brain caters to preschoolers through 8th graders.

10 Nick Jr.

If you can look past the ads, you'll find printables, games and other activities your kids will enjoy at NickJr.com. The games allow your children to explore their creativity, play dress-up, learn new music, put together puzzles and work on numbers and shape recognition.

11 Scholastic

Scholastic is one of the more unique educational websites for kids. This site, from the publishers of the educational books you find in schools, contains activities broken up by grades. Pre-K learners all the way up to seniors in high school can find learning activities geared toward them.

12 Exploratorium

It's hard to narrow the list of [science websites](#) because there are so many great resources. But San Francisco's Exploratorium at the Palace of Fine Arts showcases a website that teaches kids about science and art in new ways. The departments let kids tinker with gadgets, go below the sea, rocket into the galaxy and also learn about the science of gardening, animals, and cells, to name a few.

13 BBC History for Kids

Games, quizzes and fact sheets take kids on a journey through time. Kids can set off on a learning adventure when they walk through ancient history, world history and histories of specific countries on the BBC History for Kids website.

14 Highlights for Kids

Websites for Lynnette:

michelemakowicki@hpsd.org

Databases on Library Site: w/ usernames
& passwords

www.brainpop.com

u: northpark2
p: hydepark

www.newsela.com:

username:

u: google login - for example: firstnamelast

p: google login - hpark@lunch number
example: hpark12345

<http://www.discoveryeducation.com>

1. Click sign in at top right of website
2. On the left hand side of the screen, students enter their email address.

Click on red Google button

3. A second screen will appear & students will need to log in using their username & password.

<https://pebblego.com>

u - northpark
p - school

www.worldbookonline.com

u - northpark
p - northpark

Websites:

<http://kidztype.com> (No login)

www.typingclub.com (NO login)
Press start

The following Teachers have a Google Classroom:

Mrs. Hover
Class code: drevy7c

Mrs. See
Class code: pav7fbg

Click the icon with the student on the green background

Click the plus (+) sign in the top right hand corner. Type the Class code and join class.

Click Classwork at the top.

Mrs. Keeling - Mrs. Storlarski
Class code: wuvpl6l

Mrs. Magnuson
Class code: m43uh3b

Mrs. Banister
Class code: z7Kiexf

Mrs. Reyes
Class code: rcriinn

5th Grade Tech.
Class Code: bia7vjf

~~More~~

Free Sites:

makemegenius.com

education.com

kidsknowit.com

storylineonline

youngzine.org

fuelthebrain.com

turtlediary.com

funfonix.com

codecademy

seussville.com

tvokids.com

thestorystarter.com

nasa.gov/kidsclub/index.html

learninglab.si.edu (Smithsonian Learning Lab)

mission-us.org

Khan Academy

magictreehouse.com

kidsreads.com

google.com/earth

Art Challenge

Grades 3-5

Challenge #1: Index Card Challenge

Materials:

- Index cards / deck of cards
- Tape (or no tape if you want to REALLY challenge yourself)

Instructions:

- Build a structure only using note cards. You can use tape or even MORE challenging... figure out how they want to make attachments WITHOUT tape.
- When complete, you could take a photo and send it to me at sarabussert@hpcsd.org , bring it to school when you return OR bring in a photo when you come back.

* If you do not have a set of index cards, a deck of cards work great or you could cut rectangles that are about 3 inches by 4 inches out of construction or computer paper and use that to make your structure.

** Try to create this without looking up images for inspiration. IF you are struggling to come up with how to build a structure, type into google images "index card structure" and some great examples come up!

https://www.youtube.com/watch?v=M2_bPQuRZE4 - Index card STEM challenge

<https://www.youtube.com/watch?v=XvSL2EivtHU> - building methods with index cards

https://www.youtube.com/watch?v=Ch3U_RZc9M - Collaborate and make a structure

Art Challenge

Challenge #2: Beautiful Oops

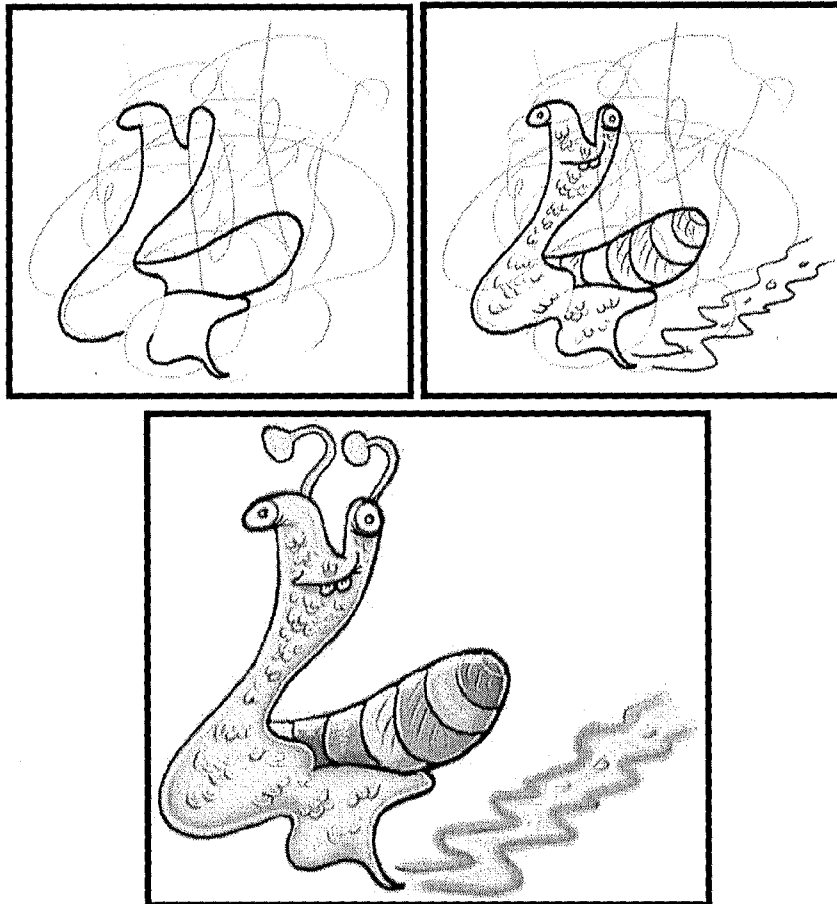
MATERIALS

- Blank Paper
- Pencil
- Other drawing materials if you have them: marker, crayon...

INSTRUCTIONS: Take a piece of paper and make a quick scribble on it. After you have a scribble or an "oops", turn the paper in different directions until that scribble starts to look like something else. Once you get inspired...draw it! Does it look like an animal? A car?

Above and Beyond: Now that you have your drawing, how can you make it fancy shmancy? Can you decorate it with color? Add pattern or other details? Can you add information to the background (landscape, location, pattern, color?). How can you go above and beyond the "oops" and make it into something original.

<https://www.youtube.com/watch?v=8C3JAbIkBds> - Beautiful Oops - a reading



Art Challenge

Challenge #3: Self Portrait

Materials

- Blank Paper
- Something to draw with (pencil, marker, crayon...)

Directions:

- Look at the directions below on how to draw a face, paying attention to proportion.
- Draw simple shapes for your eyes, nose and mouth on your paper in the correct location (example: eyes $\frac{1}{2}$ way from the top of the head to the bottom on the chin).
- Once you have the features in place, look in a mirror and inspect/study your facial features and make changes in your drawing....don't forget your hair!
 - Are your eyes round , oval, tear drop shape?
 - Is your nose long, wide, round on the tip?
 - Is your bottom lip wider than your top lip? Does the top of your lip look like a capital letter "M" or a lower case "m"

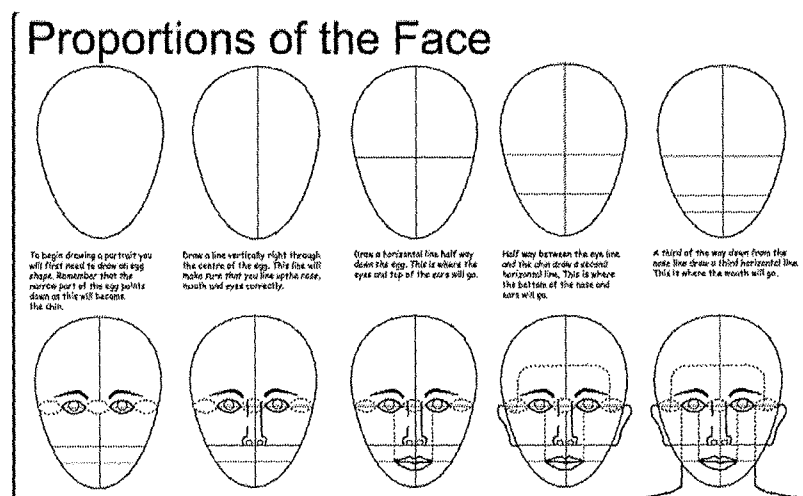
Above and Beyond: Now that you have your self portrait, how can you go above and beyond? Think about light and shadow. Are there any shadows around your nose, under your eyes, around your chin and forehead? Where are there highlights?

<https://www.youtube.com/watch?v=IRp3sBQ-NFU> - how to draw a self portrait

<https://www.youtube.com/watch?v=YP-Ua9gh5Is&t=931s> - Romero Britto-Inspired

Self-Portraits for Fourth Grade

<https://www.youtube.com/watch?v=uXIO6ocidiY> - Face proportions



Art Challenge

Challenge #4: Observational Drawing

MATERIALS

- Paper
- Pencil
- Other drawing tools, such as colored markers or pastels (optional)
- Eraser (optional)

INSTRUCTIONS

- Set your paper and art materials down in front of the item you want to draw.
- Sketch the outline of what you see on the paper. Think of simple shapes! Does that apple look like a circle? Does that flower face look like an oval with a rectangle on top? Look back and forth from the object to your paper, as you draw what you see.

Above and Beyond:

- Once you have the big picture outlines of your drawing subject on paper, you can begin to add details, patterns, and colors, background as desired. Get creative!
- Choose a theme for your observational drawing: favorite things, music, food, flowers, items that make you feel at home... come up with something creative
- Show layering and perspective in your drawings (what does it look like when an object is in front of another. When an object is further away, does it get smaller or larger visually?)

Websites with examples:

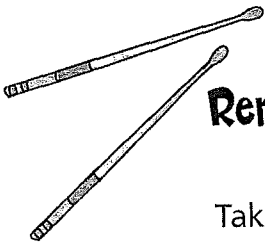
https://www.artfactory.com/still-life/still_life_pencil.html - advanced still life with pencil

<https://artfulparent.com/observational-drawing-for-kids/> - observation drawing for kids

<https://www.arthistorykids.com/blog/2017/9/25/observational-drawing-for-younger-kids> - observational drawing activities

<https://www.youtube.com/watch?v=zeOv3DJ-l6U>- marble still life drawing

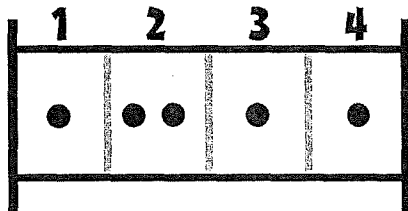
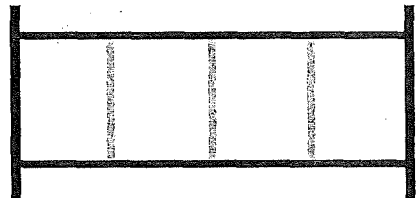
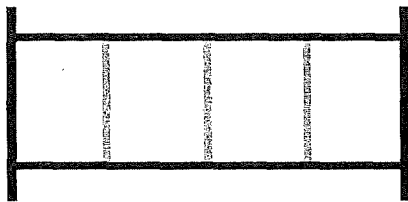
<https://www.youtube.com/watch?v=UbVt0PCODrA>- Folk Art still life



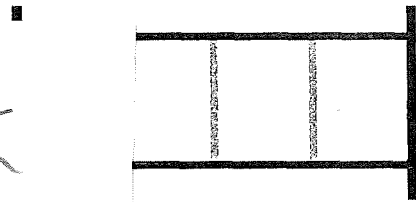
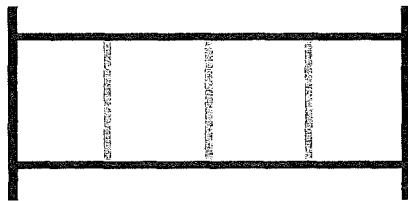
Make That Rhythm

Remember how Quaver made rhythms with dough?
Now you can make rhythms as well!

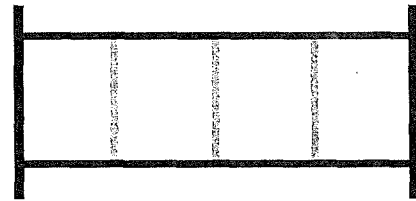
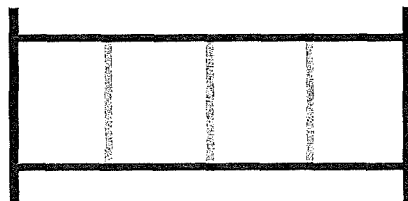
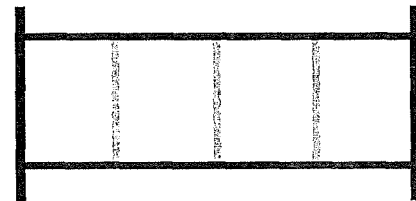
Take a pencil and place a dot or dots in each box of the 4-beat measures, then clap the rhythm. *Look at our example in Measure 1.*

MEASURE 1**MEASURE 2****MEASURE 3****MEASURE 4**

Music
4th

**MEASURE 5**

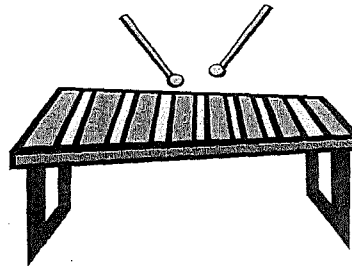
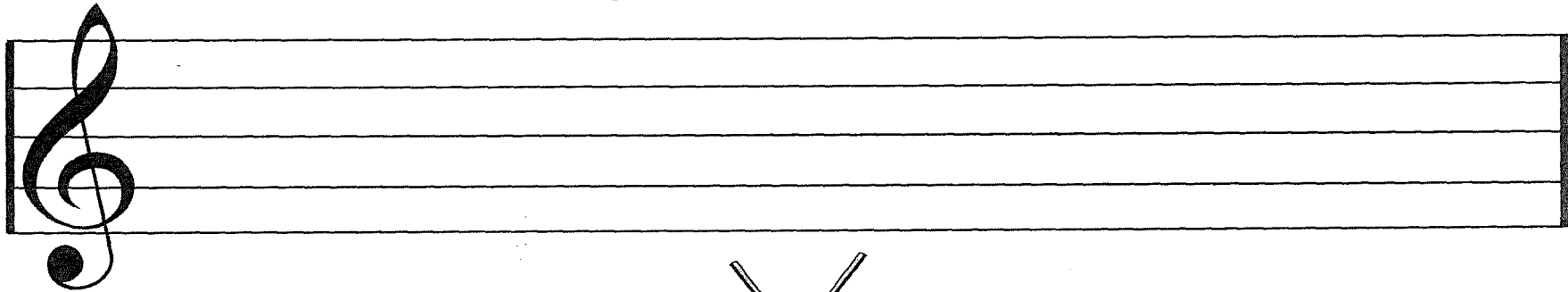
6

**MEASURE 7****MEASURE 8**

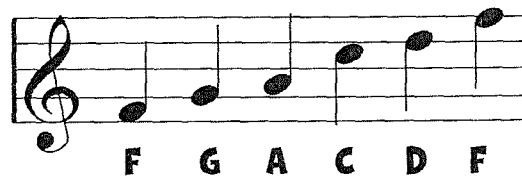
Playing Patterns

Using only the notes F, G, A, C, D, F in the TREBLE CLEF, create a 4 note repeating pattern and write it on the staff below. Practice playing it again and again to a steady beat. Get together with your classmates and play all your different pieces together. How does it sound? How can it be improved?

My 4 Note Pattern



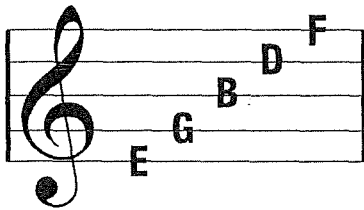
Remember, use only F, G, A, C, D, F (Treble Clef)



My Mnemonic

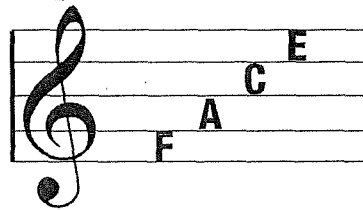
Mnemonics are memory devices sometimes used as a shortcut to remembering something important. Like "Every Good Boy Does Fine" is used for remembering the lines of the staff. Try creating your own picture or phrase to help you remember the lines and spaces of the staff.

Lines of the Staff



("Every Good Boy Does Fine")

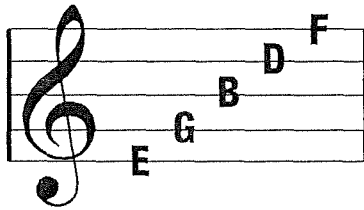
Spaces of the Staff



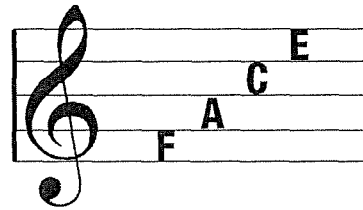
("FACE")

— Create Your Own Mnemonic! —

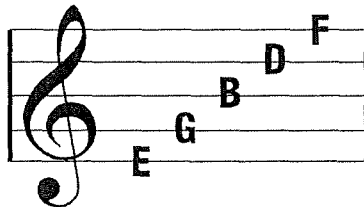
Lines of the Staff



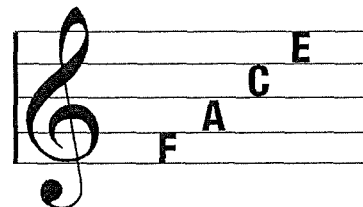
Spaces of the Staff



Lines of the Staff



Spaces of the Staff



Find THAT Note

Draw notes in the correct positions on the staff, then label them.

1st Space

2nd Line

5th Line

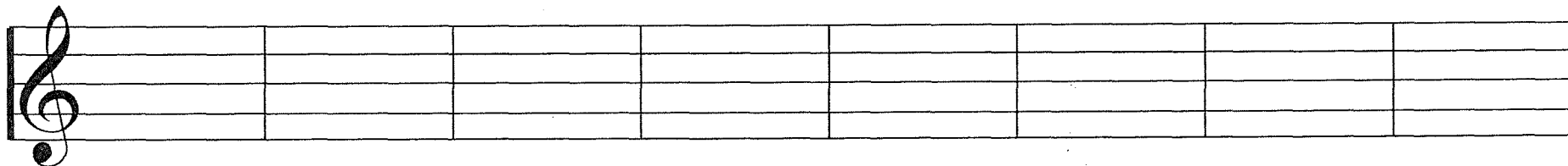
3rd Space

4th Line

2nd Space

1st Line

4th Space



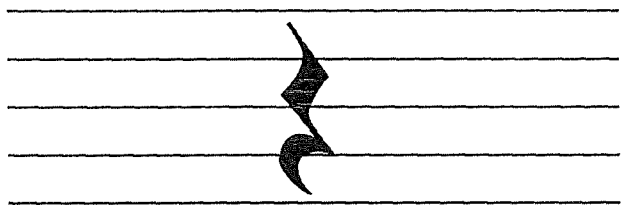
Fill in the Names of the Notes!

UNIT 1

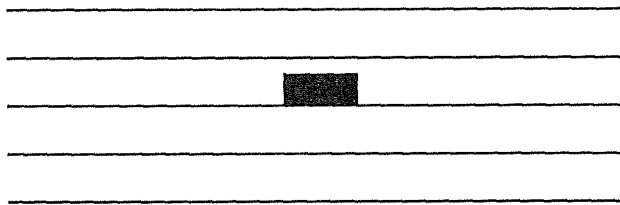
Episode 10 - Notes & Rests Worksheet #1 - FLASH CARDS

Name _____

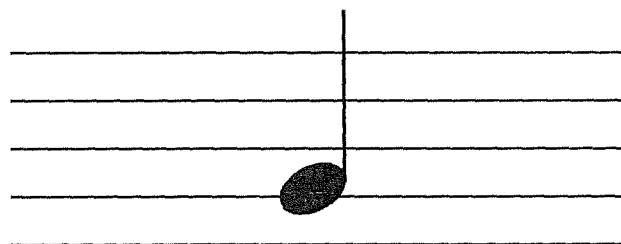
1



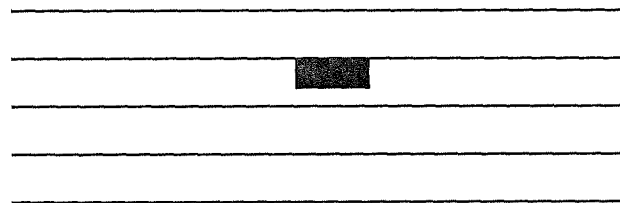
2



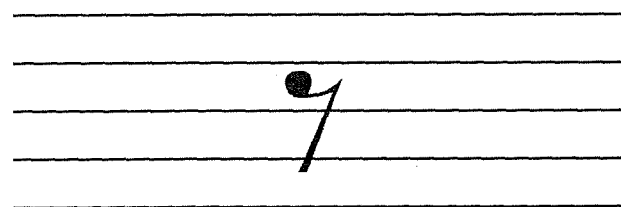
3



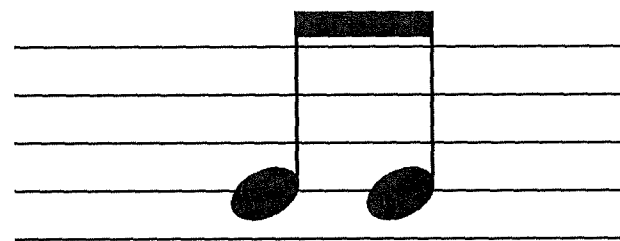
4

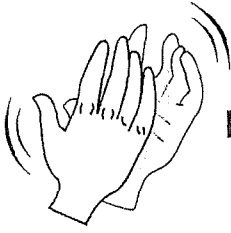


5



6



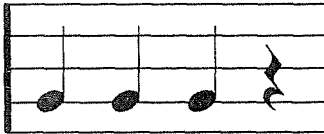
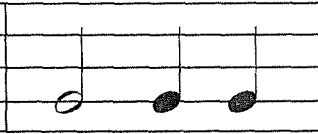


Clap a Rhythm

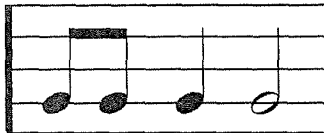

Fill in the empty measures with your own notes and rests so they add up to four beats. Use whole, half, quarter, and eighth notes and rests. Then clap your rhythm.

Rhythm #1

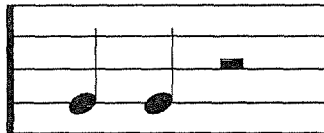

Fill in the empty measures!

			
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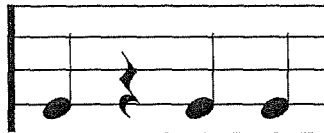
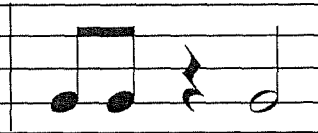
Rhythm #2

			
--	--	---	--

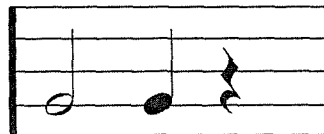

Rhythm #3

			
---	--	--	--

Rhythm #4

			
---	--	--	--

Rhythm #5

			
---	--	--	--

Spot the Mistakes

The measures below contain mistakes. There may be too many beats or not enough beats. Find each mistake and correct it by crossing out beats or adding beats.

Note/Rest Bank

 = 4 beats
  = 2 beats
  = 1 beat
  = ½ beat
  = 4 beats
  = 2 beats
  = 1 beat
  = ½ beat

Can you spot the mistakes?

#1

#2

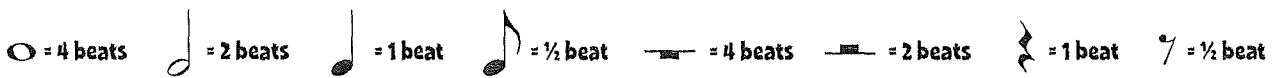
#3

#4

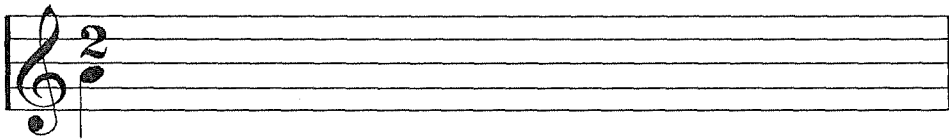
Meter Madness

After splitting up into groups, come up with a combination of notes that could go into the measures below based on the METER SIGN for each measure. Count carefully and remember the METER SIGN gives you a clue to how many beats are in each measure.

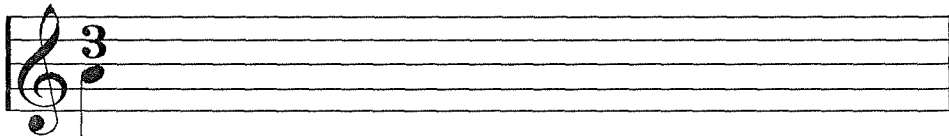
Note/Rest Bank



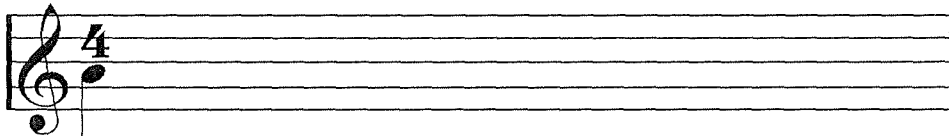
Measure #1



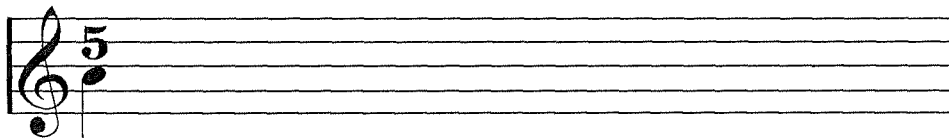
Measure #2



Measure #3



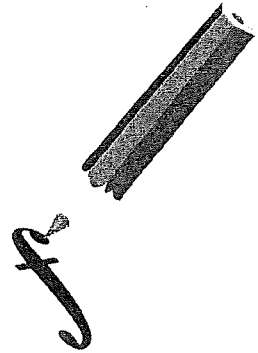
Measure #4



My Dynamic Story

Below is a story for you to fill in the blanks with the appropriate dynamic word. Use the best word in the list below that fits the sentence.

Then, write your own DYNAMIC sentences!



Dynamic Word List

forte piano fortissimo sforzando pianissimo crescendo decrescendo

Sometimes, my parents tell me I'm too _____. They say, "Use your _____ voice inside the house." When my baby brother cries, it can be _____. When he is sleeping, my mother tells me to be _____.

I like to go to the ball game for fun. When our team is about to score, there is a _____ of cheers. When the other team is about to score, there is often a _____ of cheering.

Create your own sentence using the words "forte" or "piano".

Create your own sentence using the words "crescendo" or "decrescendo".

BAND

Mrs. Beecher's Website

<https://sites.google.com/hpcsd.org/beecherband/home>

Please check my website for announcements, recordings of our concert music, and other fun music resources! Remember to practice at least 15 minutes a day and continue to fill out your practice chart.

NYSSMA - If you signed up to perform a NYSSMA solo please continue working on your three memorized scales and your solo! Check the NYSSMA tab on my website for recordings of your solo.

Listen to your favorite instruments!

<https://sites.google.com/hpcsd.org/hydeparkmusic/listen-to-the-instruments>

Practice Note Reading

<https://www.musictheory.net/exercises/note>

****Tip**** Use the settings wheel in the upper right hand corner to change the notes that you'd like to practice, or click "challenge mode" to set a time limit!

NY Philharmonic Kidzone

<https://www.nyphilkids.org>

****Requires Adobe Flashplayer to run but has many fun music games and activities!**

MUSIC

[PBS Kids Music Games](#)

<https://www.classicsforkids.com>

A website with music games, music to listen to and fun facts about composers

For Grades 3 - 5

<https://www.quavermusic.com/>

Log in using your school google account. Make sure you use the padlock at the top to Allow Flash.

<http://www.musick8kids.com>

http://www.musick8kids.com/html/play_bw.php#.UowwDWQwzrE

CHORUS

Mrs. Ely's website

<https://sites.google.com/hpcsd.org/ely-music>

4th Grade Band

- Please continue to fill out your practice chart!** Remember, you should be practicing at least 15 minutes 5 days a week!
- Please use this opportunity to wash your mouthpiece and throw away old/used reeds.
 - Flutes: do NOT put your mouthpiece underwater. Use a clean cloth to wipe off the mouthpiece, and a swab to use with your cleaning rod inside your instrument.
 - Clarinet/alto saxophone players scrub your mouthpiece and ligature with hot soapy water, then dry. Be very careful not to drop your mouthpiece!
 - All Brass players: Scrub your mouthpiece with hot soapy water, then dry.
 - Percussionists: Use a disinfectant wipe to wipe down all sticks/mallets. Do not use these wipes on the head of your drum.
- Think of a 20 second segment from your music to sing or hum when you wash your hands!

PRACTICE GOALS:

- Practice pages 9-15 in your lesson book, writing in any notes you struggle with.
- #35 Twinkling Stars: Continue to work on your new note in #34 and on playing with a balanced volume and sound.
- Let's Go Band: Work on keeping a steady beat & playing at an appropriate volume.
 - Practice letters B-C

Name _____

MARCH 2020

PRACTICE UNTIL YOU'RE PROUD!

Write the number of minutes practiced in each box.
Parents/guardians must sign before each lesson!

Please practice *at least 15 minutes, 5 days a week!*

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13 NO SCHOOL	14
15	16	17	18	19 Early Release	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Parent/Guardian
Signature

Assignment &
Weekly Goal

4th Grade

Home Resources

Websites

- Math Antics (www.mathantics.com)
- Gregtangmath (www.gregtangmath.com)
- Xtramath (www.xtramath.org)
- Math Playground (www.mathplayground.com)
- Puzzle Playground (www.puzzleplayground.com/c/puzzle)
- IXL Math (www.ixl.com/math/)
- Splash math (www.splashlearn.com)
- Prodigy (www.prodigygame.com)

Fluencies

Add and subtract within 1 million using paper and pencil

Count by ...	SKIP COUNTING
2	2 4 6 8 10 12 14 16 18 20 22 24
3	3 6 9 12 15 18 21 24 27 30 33 36
4	4 8 12 16 20 24 28 32 36 40 44 48
5	5 10 15 20 25 30 35 40 45 50 55 60
6	6 12 18 24 30 36 42 48 54 60 66 72
7	7 14 21 28 35 42 49 56 63 70 77 84
8	8 16 24 32 40 48 56 64 72 80 88 96
9	9 18 27 36 45 54 63 72 81 90 99 108

Hit the Target

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Lay out five cards face up. Then choose one additional card to be the target number. You may add, subtract, multiply or divide to hit the target number. Try to use all five cards, but you must use at least 2 cards. Winner takes the cards in the equation, plus the target number.



Target number is



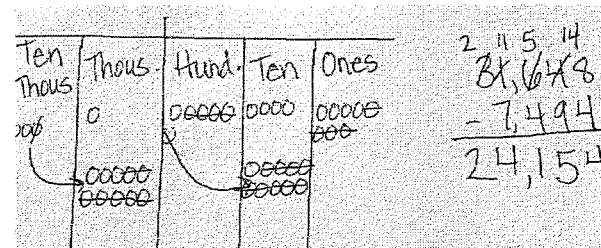
A player could choose: $5 - 2$ or $8 - 5$
or $10 - 5 - 2$ or $5 \times 2 - 7$ Look for more ways!

Math Practice at Home

- Talk about the calendar with your child. Look forward to and countdown to special events such as vacations, birthdays, and holidays. Count the weeks and days to an event, and determine which day it will fall on.
- Count money by playing store - use real coins and bills.
- Skip counting
- Help develop time skills by incorporating an analog clock into their schedule.
- Bake with your child. Have them read recipes and measure ingredients.
- Look for acute, right and obtuse angles around your house.
- Use sheets of paper to fold and create different fractions.

Games

- Battleship
- Blockus
- Dominos
- Mobi
- Monopoly
- Racko
- Set
- Sequence
- Uno
- Yatzee!



Greg Tang's Level 4 Spring Math Challenge

Name _____

Parent Signature _____



START

FINISH



Instructions:

1. Go to: gregtangmath.com
2. Click the buttons at the top to go to Books and Games.
3. Mark off each square on the game board as you complete the activity.
4. Try to get to the finish line by
5. May 10th!

<p>Play <u>Ten Frame Mania</u> for 10 minutes</p>				<p>Play <u>Kakooma</u> Play + & X for 10 minutes</p>	
<p>Play <u>Place Value</u> Decimals 3-place (Hard) for 10 minutes</p>			<p>Play <u>NumTanga</u> Level 5 & 6 for 10 minutes</p>	<p>Play <u>Missing</u> Divide Combo (Hard) for 10 minutes</p>	<p>Play <u>Satisfraction</u> Calculate Subtract (Easy) for 10 minutes</p>
<p>Play <u>How Much How Many</u> for 10 minutes</p>	<p>Read <u>Math Potatoes</u></p>	<p>Play <u>BreakApart</u> Division (Partials) for 10 minutes</p>	<p>Play <u>Standard Algorithms</u> All + & - for 10 minutes</p>	<p>Notes:</p> <ul style="list-style-type: none"> • Have someone older, like Mom or Dad, help if you need it. • If the games are too easy, move to a harder level! 	