



LA MESA-SPRING VALLEY SCHOOLS

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HOME INDEPENDENT WORK PACKET

FOURTH GRADE

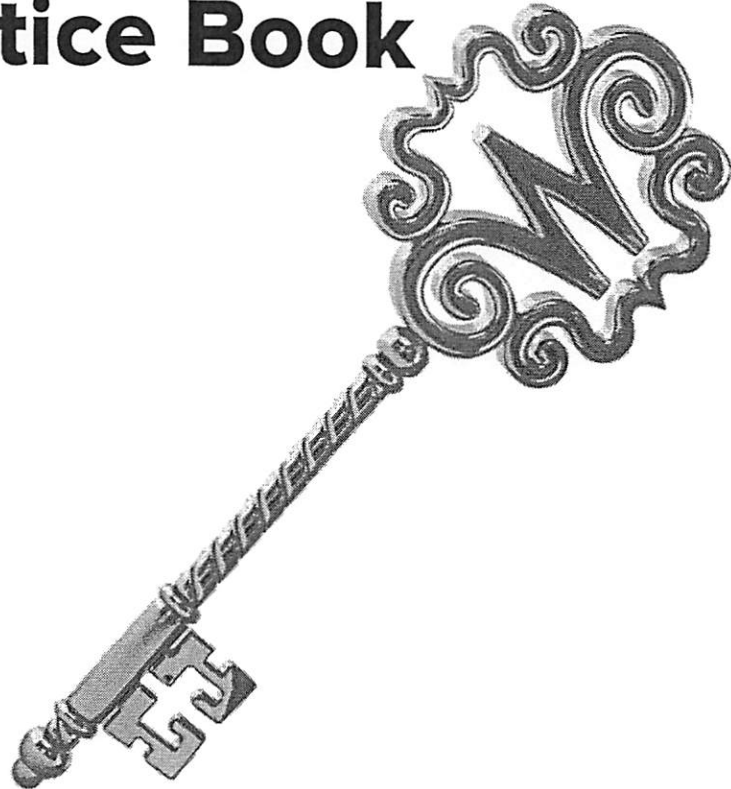
PACKET A

Wonders

Grade 4

Language
Arts

Your Turn
Practice Book



**Mc
Graw
Hill
Education**

Name _____

democracy	commitment	privilege	legislation
version	eventually	amendments	compromise

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|--------------------------------------|----------------|
| 1. laws that are made | a. privilege |
| 2. in the end or finally | b. amendments |
| 3. special right or benefit | c. commitment |
| 4. account given in a particular way | d. legislation |
| 5. government run by the people | e. democracy |
| 6. obligation | f. compromise |
| 7. formal changes | g. eventually |
| 8. reach an agreement | h. version |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.






9. _____

10. _____

Comprehension: Cause and Effect Graphic Organizer

Name _____

Read the selection. Complete the cause and effect graphic organizer.

Cause		Effect
		
		
		
		

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Name _____

Read the passage. Use the ask and answer questions strategy to understand difficult parts of the text.

We the People

11 Ms. Quibble stood by the chalkboard in front of her fourth-grade
22 class. “Who can tell me why the American colonies wanted to
separate from England and become their own country?”

30 The class was quiet. Some students scribbled in their notebooks.
40 Some shuffled their feet. Finally, a single hand shot up. Ms. Quibble
52 adjusted her spectacles. “Yes, Kwan?”

57 “People wanted to separate because they wanted liberty,” Kwan
66 said. “They wanted a voice in their government.”

74 “Very good!” Ms. Quibble said. “What was the name of the
85 document that declared the colonies’ freedom?”

91 Kwan was the only volunteer. “It was the Declaration of
101 Independence,” she said.

104 “Kwan, I can tell you will ace this test,” Ms. Quibble sounded
116 impressed. “I suggest that everyone else start to study.”

125 Sam Jones ran to catch up with Kwan after class. “How do you
138 know so much about history?” he asked.

145 “Because I’m studying for my naturalization exam. I’ve been
154 memorizing a lot about this country,” she said.

162 “Your *what* exam?” Sam asked.

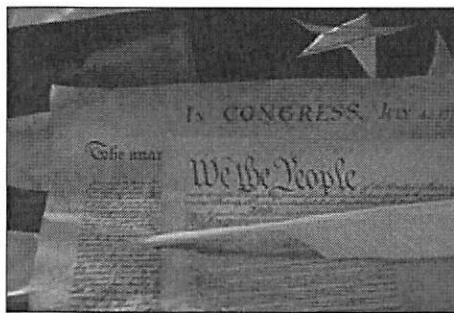
167 “It’s a test to become an American citizen,” Kwan said.

Name _____

The Document that Launched a Country

Sam and Kwan sat together at lunch. They inspected a copy of the Constitution that was printed in their textbooks. Kwan told Sam that the Constitution sets the rules for the government. It also tells about the three branches of government. The legislative branch makes laws. The executive branch makes sure laws are followed. The judicial branch makes sense of what laws mean.

“All of the branches have checks and balances on each other,” Kwan said. “This is so no one branch has complete power.”



Telra Images/Corbis

Rights for All People

“How can one piece of paper be so important?” Sam asked.

“Do you know the first three words of the Constitution, Sam?”

“We the people...”

“Yes! The U.S. government speaks for everyone. As a result, people in every community can have a say in the government. Still, at times the government needs to make a change to the Constitution. The Bill of Rights is made up of the first ten changes to the Constitution. Do you know what it says?”

“I think it gives Americans freedoms. Some are freedoms of speech and religion,” Sam said.

“Exactly! The Bill of Rights makes sure everyone is free.”

Sam and Kwan placed their lunch trays down. “Good luck on the test today, Sam. I think you’re going to do great,” Kwan said.

To amend the Constitution, both houses of Congress or three-fourths of the states must approve.

Name _____

A. Reread the passage and answer the questions.

1. A cause is why something happens. What is the cause in the following sentence from the passage?

People wanted to separate because they wanted liberty.

2. An effect is what happens. What is the effect in the following sentence from the passage?

People wanted to separate because they wanted liberty.

3. In paragraphs 7–10, what is one example of a cause and an effect?

B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

An Interview with a State Representative

“Do you have any other responsibilities besides writing and voting on bills?” I asked the representative.

“Like every other representative, I serve on two **committees** (kuh•MIT•tees),” he told me.

“What does a committee do?” I asked.

“A committee is a group of Congress members. They study one subject, like the military or education, and become experts on that subject. When Congress writes a bill related to that subject, the committee reads the bill. Then it reports to the rest of Congress on the bill. These reports are very helpful. They let Congress know what effect a bill will have.”

Answer the questions about the text.

1. Narrative nonfiction presents information about a subject by telling a story. What subject does this text tell about?

2. What two text features are included in this piece of narrative nonfiction?

3. How does the boldface word help you understand the text?

4. What is the author’s opinion about committees?

Name _____

A **root** is a word part that is used to form many words. Many English words have Latin roots. Knowing the meaning of common Latin roots can help you figure out the meanings of words containing those roots.

Latin Root	Meaning
<i>commun</i>	common
<i>mem</i>	remember
<i>scrib</i>	write
<i>spect</i>	look

Use the Latin roots and their meanings from above to answer the following questions. Circle the letter of your answer.

- What is a group of people with a common background called?
 - classroom
 - community
- What has someone done if he has written quickly?
 - drawn
 - scribbled
- If you are remembering something by heart, what are you doing?
 - memorizing
 - reading
- What has someone done if she has looked over something carefully?
 - inspected
 - created

Inflectional Endings/Vowel Team Syllables

Name _____

The inflectional endings *-ed* and *-ing* are added to verbs to create new verb forms and tenses.

For base words ending with a consonant and *e*, drop the final *e* before adding *-ed* or *-ing*: *smile, smiled, smiling*.

For many base words ending with a single vowel and a consonant, double the final consonant before adding *-ed* or *-ing*: *flap, flapped, flapping*.

A. Circle the correct *-ed* or *-ing* form of each verb to complete the word equation. The first one has been done for you.

1. care + ed = careed cared
2. skip + ing = skipping skiping
3. flip + ed = flipped flipped
4. taste + ing = tasting tasteing
5. trim + ed = trimmed trimed

Every syllable in a word has one vowel sound. When two vowels appear next to each other in a word, they usually work as a team to form one sound. The vowel team is part of the same syllable in the word.

B. Read each word below. Circle the vowel team. The first one has been done for you.

1. handout 4. mailbox
2. roamed 5. sleeping
3. reaching 6. clearly

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about the topic sentence and the supporting sentences.

Draft Model

Schools have rules. Games have rules. There are rules in my home also. I have to clean my room once a week.

1. What is the topic of the draft model? What would be a clearer way to state it?
2. What words could you add to show how the supporting sentences relate to the main idea?
3. What other supporting sentences could you add to strengthen the text?

B. Now revise the draft by adding a topic sentence and supporting sentences to help readers learn more about the importance of rules.

Name _____

Malia wrote the paragraph below using text evidence from two different sources to answer the question: *In your opinion, can kids participate in our democracy?*

I think that kids can participate in our democracy even though they cannot vote. Only people over 18 years of age have the right to vote, according to "The Birth of American Democracy." However, kids can play a part in other ways, like influencing the legislative branch to pass laws. If children put enough pressure on members of government to do something, then change can really happen! For example, in *See How They Run*, a group of second graders proposed to the state legislature that the ladybug should be the official state insect. After the students worked hard promoting it, the governor signed it into law and the ladybug became the state insect. In addition, a group of children in New York started a group called Kids Against Pollution to raise money to help pay for the cleanup of toxic dump sites. After seven years, the state finally passed a law to clean up the toxic waste sites. This is why I believe kids are able to participate in our democracy.

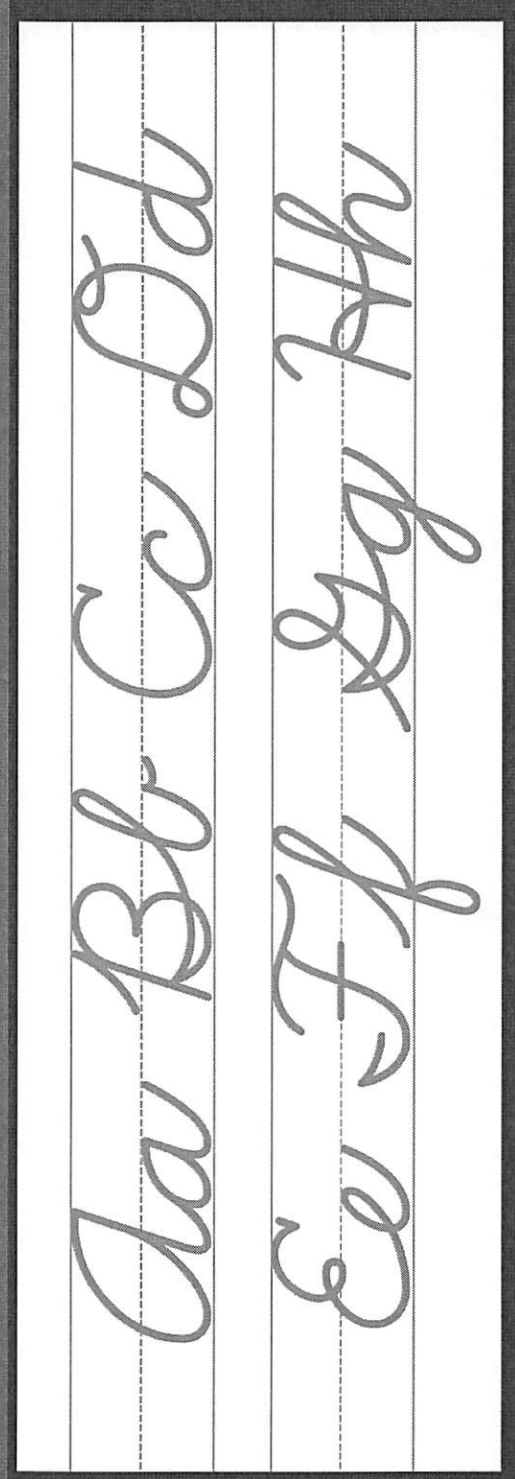
Reread the passage. Follow the directions below.

- 1. Underline the text evidence that tells why kids cannot vote.**
- 2. Circle an example of a transition word that links a supporting detail to Malia's opinion.**
- 3. Draw a box around a detail that shows Kids Against Pollution was successful.**
- 4. I think that kids can participate in our democracy even though they cannot vote.**
Write the pronoun and antecedent that matches it in this sentence on the line.

Grades 3-6



Handwriting

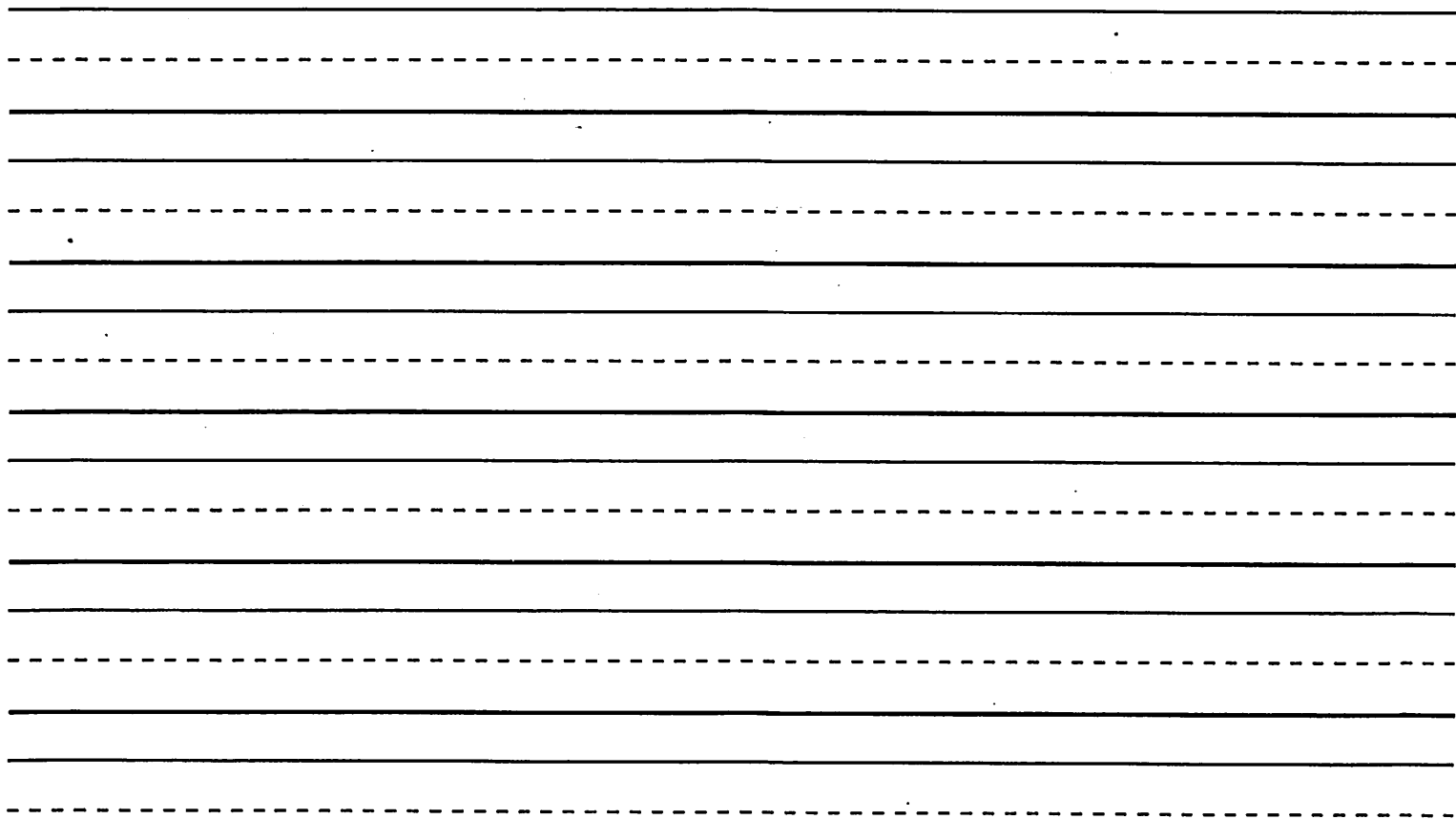
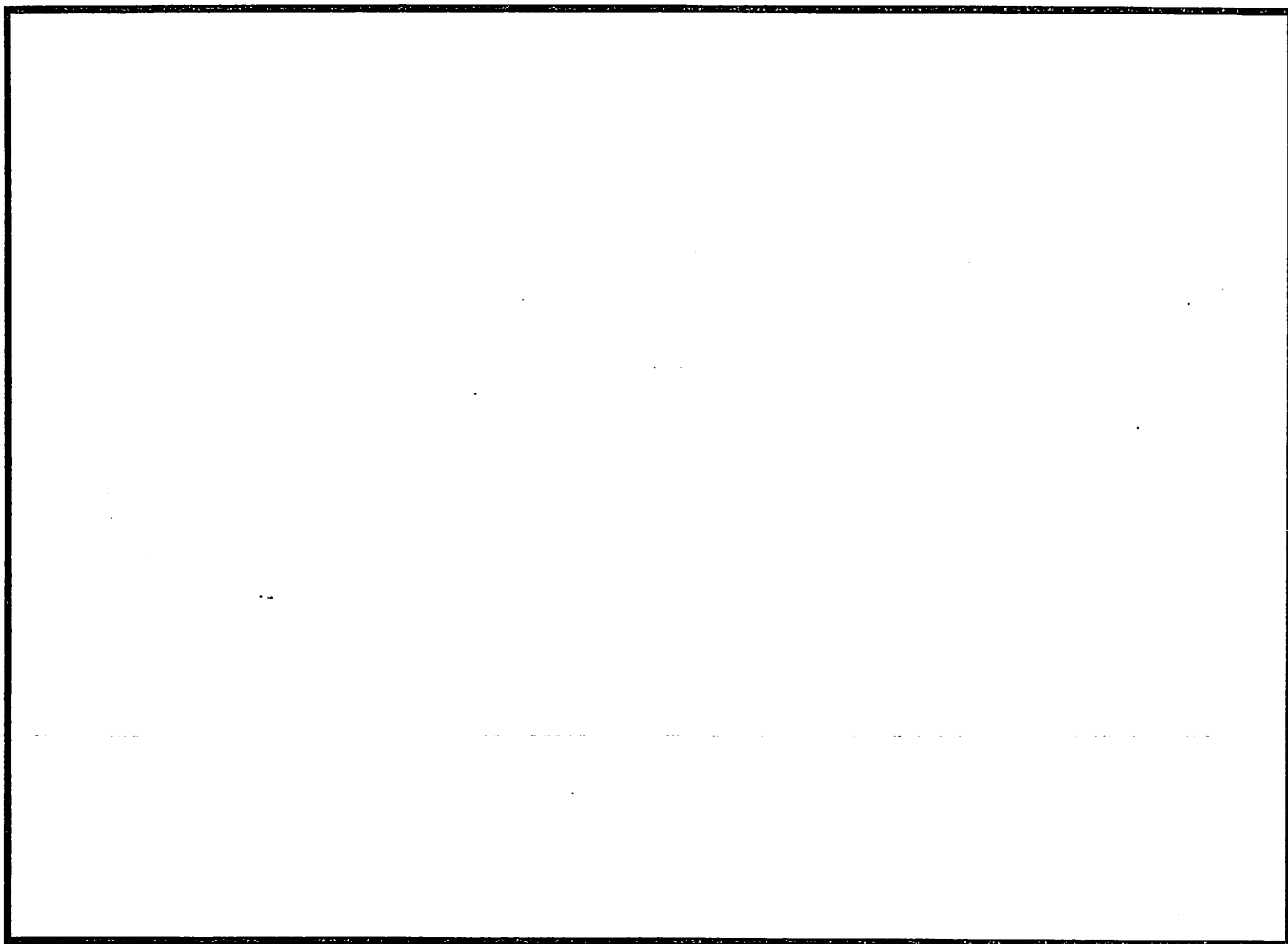


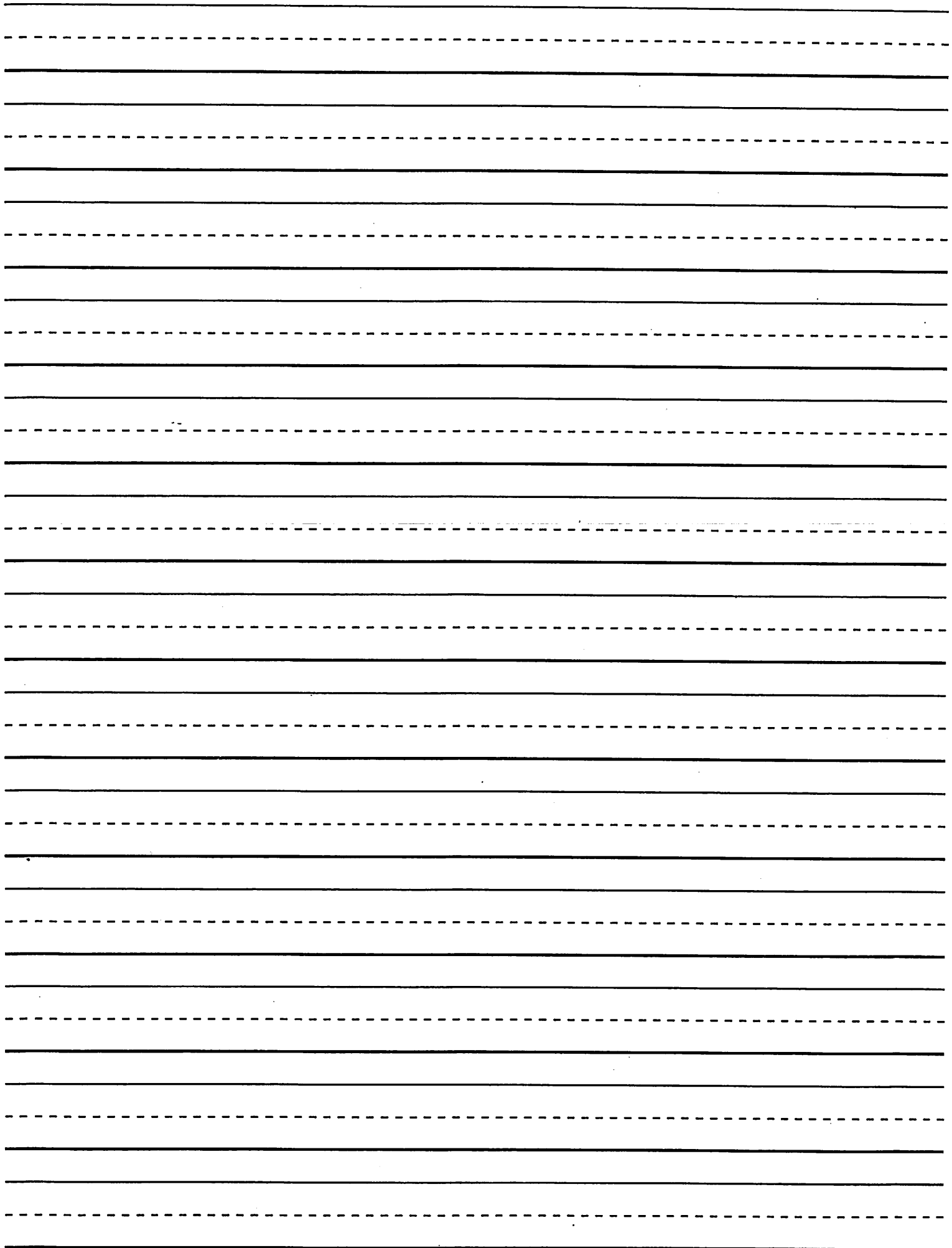
Name _____ Date _____

The Cursive Alphabet

a b c d e f g h i
j k l m n o p q
r s t u v w x y z

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





Name _____

Date _____

Manuscript to Cursive

Circle the cursive letters that are in your first name.

a a b b c c d d e e f f g g

h h i i j j k k l l m m

n n o o p p q q r r s s t t

u u v v w w x x y y z z

Look at the word in manuscript. Circle the matching word in cursive.

apply doggy apply oddday

much macho macho much

black black flash dark

Name _____ Date _____

Circle the cursive letters that begin the names of your favorite characters.

A A B B C C D D E E F F G G

H H I I J J K K L L M M

N N O O P P Q Q R R S S

T T U U V V W W X X Y Y Z Z

Write the beginning letters of the months of the year in manuscript and in cursive.

Name _____

Date _____

The Cursive Alphabet

a b c d e f g h i

j k l m n o p q

r s t u v w x y z

A B C D E F G

H I J K L M N

O P Q R S T U

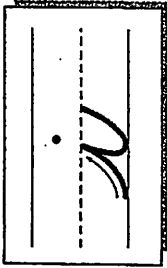
V W X Y Z

Name _____

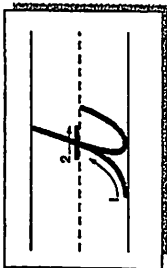
Date _____

i t

Trace and write the letters. Then trace and write the word.



i i i i i



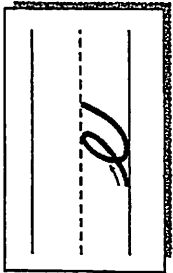
t t t t t

it it it it it

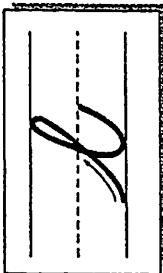
Name _____ Date _____

e l

Trace and write the letters. Then write the words.



e e e e e e e

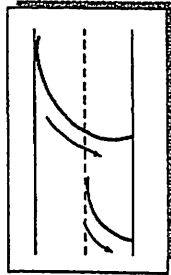


l l l l l l l

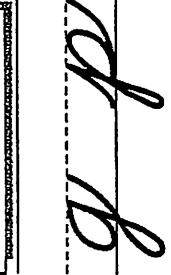
ill lit tie let tile

Strokes that Curve Down

Circle each letter whose beginning stroke curves down.

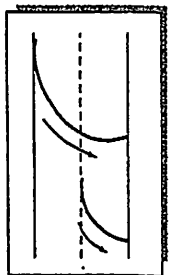


a c e o n s w w d



q p j d b f h t h k

Trace and write strokes that curve down.



c c c c c c c c c c

Trace the beginning stroke in each letter.

a a c c d d g g o o q q

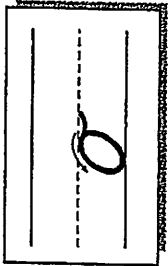
Use three of the letters to name an animal. Write the name.

Name _____

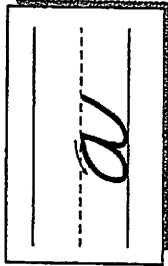
Date _____

o a

Trace and write the letters. Then write the words.



o o o o o o



a a a a a a

toe toll toil tail ate

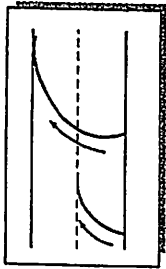
tote late oil oat lot

Name _____

Date _____

Strokes that Curve Over

Circle each letter whose beginning stroke curves over.

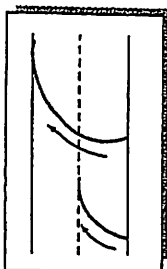


a b c d e f g h i j



k l m n o p q r s t u v w x y z

Trace and write strokes that curve over.



a b c d e f g h i j

Trace the beginning stroke in each letter.

m m m m m m m m m m

n n n n n n n n n n

Write words that begin with strokes that curve over.



Houghton
Mifflin
Harcourt

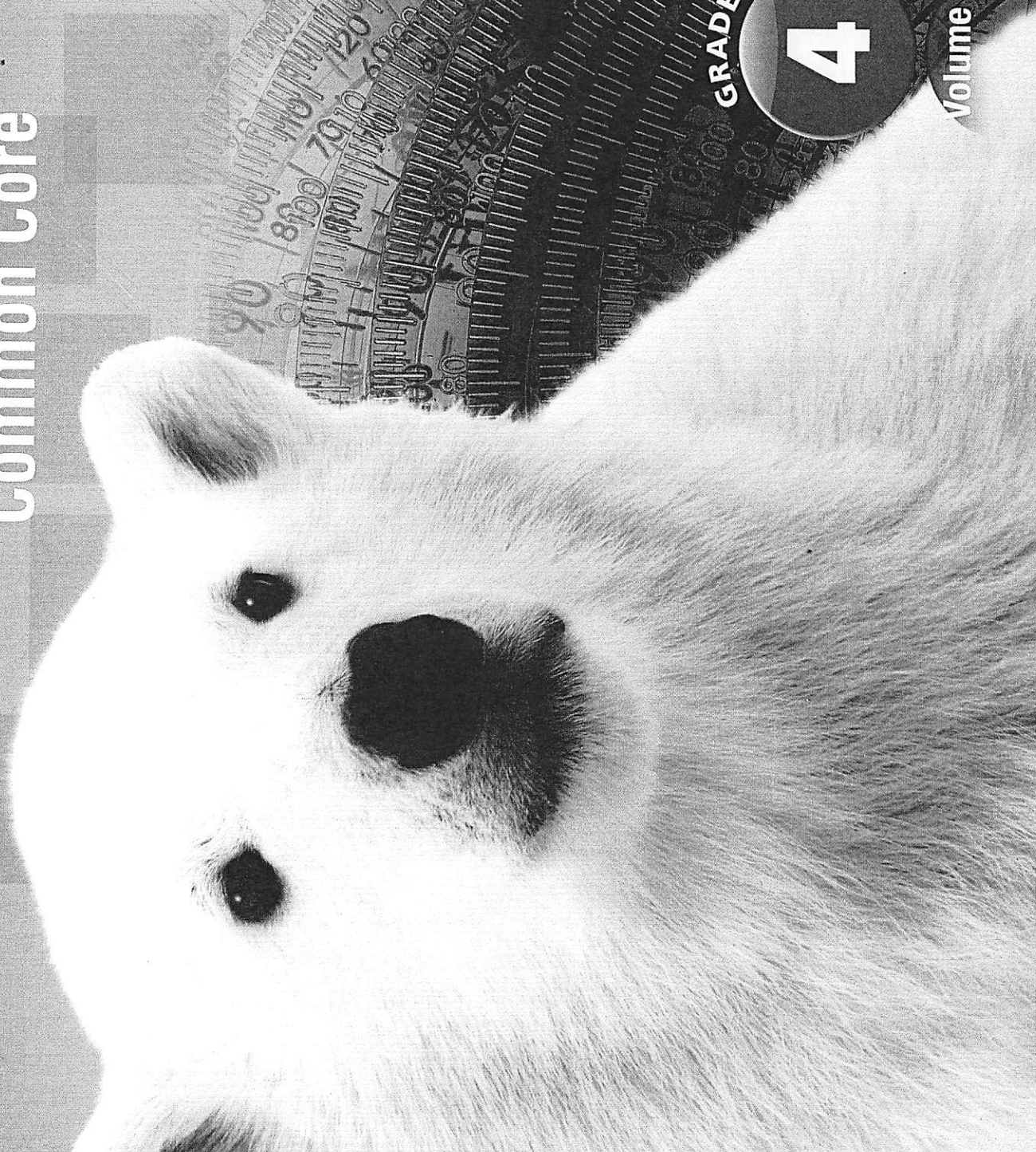


CALIFORNIA

MATH

Expressions

Common Core



GRADE

4

Volume 2



Family Letter

Content Overview

Dear Family,

This unit is about the metric measurement system. During this unit, students will become familiar with metric units of length, capacity, mass, and time, as well as the size of each when compared to each other.

One **meter** is about the distance an adult man can reach, or a little longer than a yard.

One **liter** is about two large glasses of liquid, or a little more than a quart.

One **gram** is about the mass of a paper clip or a single peanut. One **kilogram** is a little more than 2 pounds.

Students will also discover that the metric system is based on multiples of 10. Prefixes in the names of metric measurements tell the size of a measure compared to the size of the base unit.

Units of Length						
kilometer	hectometer	decameter	meter	decimeter	centimeter	millimeter
km	hm	dam	m	dm	cm	mm
$10 \times 10 \times 10 \times$ larger	$10 \times 10 \times$ larger	$10 \times$ larger	1 m	$10 \times$ smaller	$10 \times 10 \times$ smaller	$10 \times 10 \times 10 \times$ smaller
1 km = 1,000 m	1 hm = 100 m	1 dam = 10 m		10 dm = 1 m	100 cm = 1 m	1,000 mm = 1 m

The most commonly used length units are the **kilometer, meter, centimeter, and millimeter.**

The most commonly used capacity units are the **liter and milliliter.**

The most commonly used units of mass are the **gram, kilogram, and milligram.**

If you have any questions or comments, please call or write to me.

Sincerely,
Your child's teacher



CACC

Unit 5 addresses the following standards from the *Common Core State Standards for Mathematics with California Additions*: **4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4** and all Mathematical Practices.



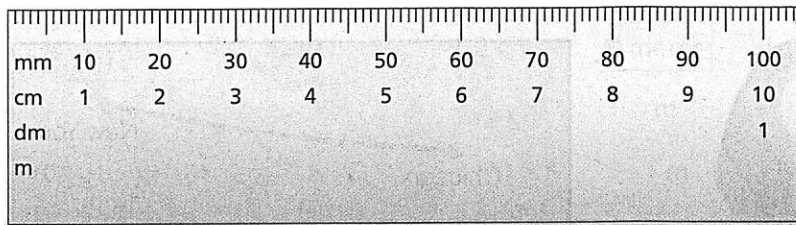
CA Content Standards 4.MD.1, 4.MD.2
Mathematical Practices MP.1, MP.4, MP.5, MP.7, MP.8

VOCABULARY

millimeter
centimeter
decimeter
meter

► Parts of a Meter

Find these units on your meter strip.



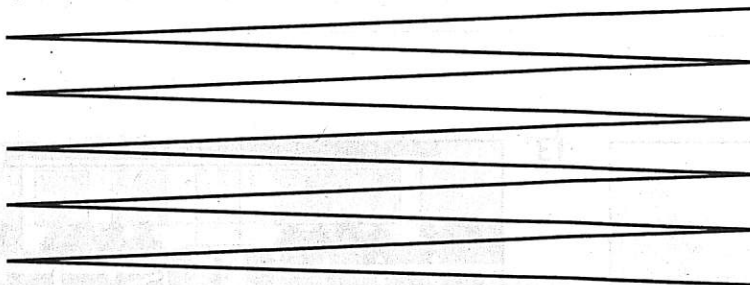
1. Find one **millimeter** (1 mm) on your strip.
What objects are about 1 mm wide?

2. Find one **centimeter** (1 cm) on your strip.
How many millimeters are in 1 cm?

3. What objects are about 1 cm wide?

4. Find one **decimeter** (1 dm) on your strip.
How many centimeters are in 1 dm?

This is one **meter** (1 m) that has been folded into decimeters to fit on the page.



5. How many decimeters are in 1 m?



Class Activity

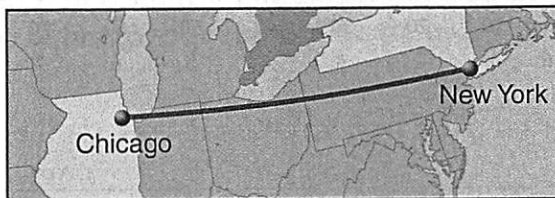
► **Choose Appropriate Units**

Record which metric unit of length is best for measuring each object. Be prepared to justify your thinking in class.

6.



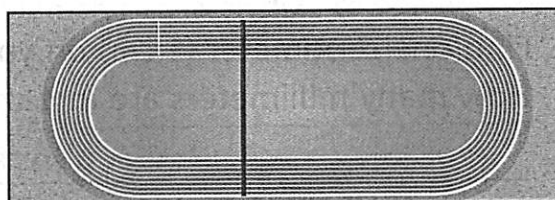
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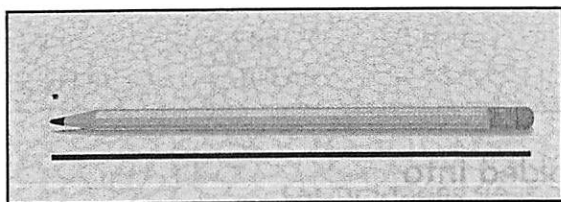
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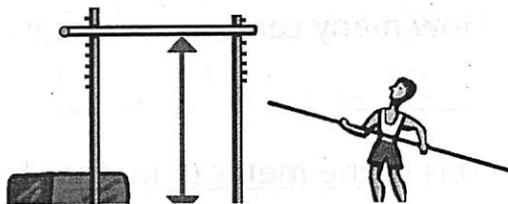
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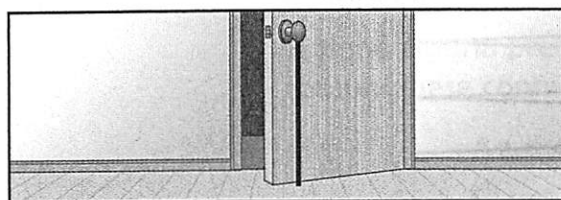
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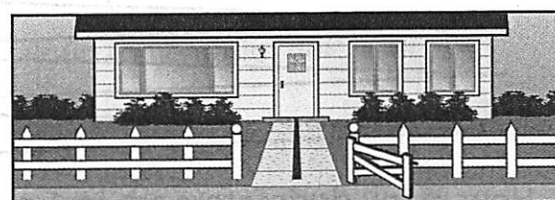
11.



12.



13.



VOCABULARY
kilometer
prefixes
metric system

► Metric Prefixes

Units of Length						
kilometer	hectometer	decameter	meter	decimeter	centimeter	millimeter
km	hm	dam	m	dm	cm	mm
$10 \times 10 \times 10 \times$ larger	$10 \times 10 \times$ larger	$10 \times$ larger	1 m	$10 \times$ smaller	$10 \times 10 \times$ smaller	$10 \times 10 \times 10 \times$ smaller
1 km = 1,000 m	1 hm = 100 m	1 dam = 10 m		10 dm = 1 m	100 cm = 1 m	1,000 mm = 1 m

14. What words do you know that can help you remember what the **prefixes** mean in the **metric system**?

15. How do the lengths of the different units relate to each other?

16. How many meters are in 1 **kilometer**?

17. How many millimeters are in 1 m?

18. How many centimeters are in 1 m?

19. What makes the metric system easy to understand?


Class Activity
► Convert Metric Units of Measure

You can use a table to convert measurements.

20. How many decimeters are in one meter? _____

21. Complete the equation.
1 meter = _____ decimeters

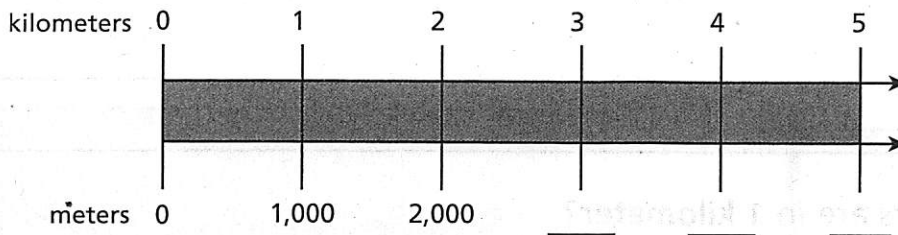
22. Complete the table. Explain how you found the number of decimeters in 8 meters.

Meters	Decimeters
2	$2 \times 10 = 20$
4	$__ \times 10 = ___$
6	$6 \times __ = ___$
8	$_____ = _____$

You can also use a number line to convert measurements.

23. Complete the equation. 1 kilometer = _____ meters

24. Label the double number line to show how kilometers (km) and meters (m) are related.



Solve each problem. Label your answers with the correct units.

25. Marsha drove her car 6,835 kilometers last year. How many meters did Marsha drive last year?

26. John's television is 160 cm wide. How many millimeters wide is the television?

Solve.

27. 5 m = _____ cm 28. 3 hm = _____ m 29. 7 km = _____ m

VOCABULARY
 liquid volume
 liter
 milliliter
 kiloliter

► Measure Liquid Volume

The base metric unit of **liquid volume** is a **liter**.

Units of Liquid Volume						
kiloliter	hectoliter	decaliter	liter	deciliter	centiliter	milliliter
kL	hL	daL	L	dL	cL	mL
$10 \times 10 \times 10 \times$ larger	$10 \times 10 \times$ larger	$10 \times$ larger	1 L	$10 \times$ smaller	$10 \times 10 \times$ smaller	$10 \times 10 \times 10 \times$ smaller
1 kL = 1,000 L	1 hL = 100 L	1 daL = 10 L		10 dL = 1 L	100 cL = 1 L	1,000 mL = 1 L

Ms. Lee's class cut a two-liter plastic bottle in half to make a one-liter jar. They marked the outside to show equal parts.

1. How many **milliliters** of water will fit in the jar?

2. How many of these jars will fill a **kiloliter** container? Explain why.

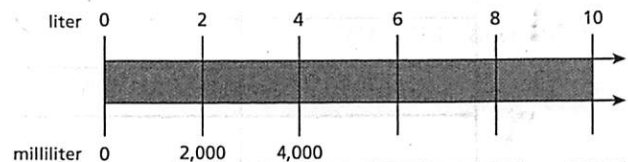


You can use a table or a double number line to convert units of liquid measure.

3. Complete the table.

Liters	Deciliters
3	$3 \times 10 = 30$
5	$___ \times 10 = ___$
7	$7 \times ___ = ___$
12	$___ = ___$

4. Label the double number line to show how liters (L) and milliliters (mL) are related.



VOCABULARY

mass
gram
kilogram
milligram

► Measure Mass

The basic unit of mass is the gram.

Units of Mass

kilogram	hectogram	decagram	gram	decigram	centigram	milligram
kg	hg	dag	g	dg	cg	mg
$10 \times 10 \times 10 \times$ larger	$10 \times 10 \times$ larger	$10 \times$ larger	1 g	$10 \times$ smaller	$10 \times 10 \times$ smaller	$10 \times 10 \times 10 \times$ smaller
1 kg = 1,000 g	1 hg = 100 g	1 dag = 10 g		10 dg = 1 g	100 cg = 1 g	1,000 mg = 1 g

8. How many milligrams are equal to 1 gram?

9. How many grams are equal to 1 kilogram?

If you weighed 1 mL of water, you would find that its mass would be one gram (1 g).

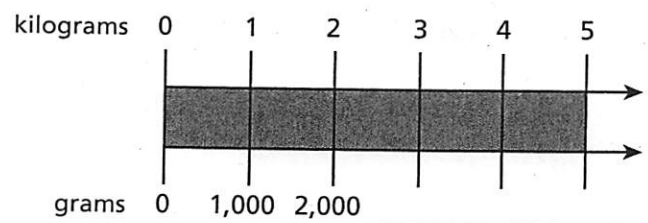
10. Is the gram a small or large unit of measurement?
Explain your thinking.

You can use a table or a double number line to convert units of mass.

11. Complete the table.

Grams	Centigrams
4	$4 \times 100 = 400$
8	$___ \times 100 = ______$
12	$12 \times ______ = ______$
15	$______ = ______$

12. Label the double number line to show how kilograms (kg) and grams (g) are related.





► Practice Converting Metric Units

Solve.

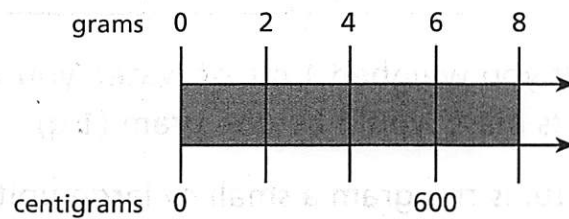
13. Martin measured the mass in grams of four different objects and recorded the information in the table below. Complete the table to find the mass of each object in milligrams.

Grams	Milligrams
4	4,000
7	
11	
15	

14. Olivia bought four different-sized containers and filled them each with water. She recorded the liquid volume of each container in liters below. Complete the table to find the liquid volume of each container in centiliters.

Liters	Centiliters
1	
3	
4	400
6	

15. Hayden has a crayon with a mass of 8 grams. Complete the double number line to find the mass of the crayon in centigrams.



16. Jennifer buys a 2-liter bottle of apple juice and a 3-liter bottle of orange juice at the market. How many deciliters of juice does Jennifer buy in all?
-

17. Elena has a cat with a mass of 4 kilograms. Ginger's cat has a mass that is 2 times as much as Elena's cat. What is the mass of Ginger's cat in grams?
-

Physical Education

Physical activity has positive benefits to student health and academic achievement. The goal is to provide an adequate amount of moderate to vigorous physical activity, build interest and proficiency in movement skills, and encourage students' lifelong fitness through physical activity. And finally, as educators of our children, we have the opportunity to be role models by example and by providing opportunities and encouraging children to make healthy choices.

Physical Education

Physical Education shall be provided:

Grade 1-6: 20 minutes per day

Grade 7-8: 40 minutes per day

Physical Fitness Testing

La Mesa-Spring Valley currently administers physical fitness tests (Fitness Gram) to students in grades 5 and 7. Each student's score on the physical performance test shall be included in his/her cumulative record.

Highlights of the Standards

The five overarching model content standards for elementary and middle school Physical Education students are as follows:

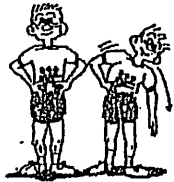
- Standard 1:** Students demonstrate the *motor skills and movement patterns* needed to perform a variety of physical activities (dribbling).
- Standard 2:** Students demonstrate *knowledge of movement concepts*, principles, and strategies that apply to the learning and performance of physical activities (holding a bat).
- Standard 3:** Students assess and maintain a *level of physical fitness* to improve health and performance (improving).
- Standard 4:** Students demonstrate *knowledge of physical fitness concepts*, principles, and strategies to improve health and performance (research and knowledge).
- Standard 5:** Students demonstrate and utilize *knowledge of psychological and sociological concepts*, principles, and strategies that apply to the learning and performance of physical activity (sportsmanship).

The content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

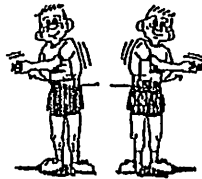
Component	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh/Eighth
Physical Fitness A. Endurance	Jog/walks for 3 minutes	Jog-walks for 4 minutes	Jog-walks for 5 minutes	Jog-walks for 6 minutes	Competes 9-110 yd. laps during 6 min. jog-walk	Completes 10-110 yd. Laps during 6 min. Jog-walk	Completes 11-110 yd. Laps during 6 min. jog-walk	Completes 6 min. jog
B. Strength	Climbs/hangs on apparatus for 5-10 seconds	Supports weight on overhead bar 10 seconds Sidesteps to the right and left	Crosses horizontal ladder Performs 8 knee bent sit-ups in 30 seconds	Crosses horizontal ladder alternate arms Performs 16 knee bent sit-ups in 60 seconds Jumps 40" in standing long jump	Flexed-arm hang for 7 seconds or 1 pull-up (palms outward) Performs 20 knee bent sit-ups in 60 seconds Jumps 56" in standing long jump 8 chair push ups girls, 15 boys 12 sidesteps in 10 seconds	Flexed arm hang for 9 seconds or 2 pull-ups (palms outward) Performs 24 knee bent sit-ups in 60 seconds Jumps 60" in standing long jump 10 chair push ups girls, 16 boys 14 sidesteps in 10 seconds	Flexed arm hang for 10 seconds or 2 pull-ups (palms outward) Performs 28 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys 17 sidesteps in 10 seconds	Performs 32 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys
Movement & Skill Throwing & Catching	Rolls & stops large ball Bounces a large ball Catches a large ball Bounces & catches large ball in succession	Bounces & catches large ball 10-15 feet apart Bounces & catches large ball to rhythmic accompaniment Throws small ball underhand 10-12 feet Throws large ball overhead with 2 hands for 10 feet	Throws & catches large ball in air 10-15 feet apart Throws ball overhand stepping forward on opposite foot Bounces large ball with either hand	Throws & catches volleyball in air 10-15 feet apart Throws ball to hit moving object Catches ball thrown to various heights	Throws & catches 12" softball 20 feet apart Throws softball from second base to home plate (65') with or without bouncing Dribbles basketball 50 feet Throws basketball with chest pass Shoots basketball from standing position	Catches fly balls and fields ground ball accurately Shoots basketball while moving (lay up)	Receives & sets volleyball	Can catch fly/ground ball Receives & sets volleyball Dribbles basketball 50 feet
Sportsmanship	Interacts positively with peers Takes turns Follows rules	Takes turns Demonstrates cooperative attitude Accepts differences in ability levels of self & peers	Takes turns Cooperates with others Accepts differences in ability levels Accepts wins & losses	Follows rules Plays without quarreling Accepts wins & losses Demonstrates teamwork	Respects feelings of others Plays safely & fairly Chooses & accepts teammates willingly Accepts wins & losses	Encourages teammates Recognizes good playing by opposing team members Accepts wins & losses	Assists less capable teammates Assumes leadership role in group Demonstrates good sportsmanship	Demonstrates good sportsmanship Accepts wins & losses gracefully Helps less capable teammates

Get Fit Exercises

WARM-UP ACTIVITIES



Side Bend



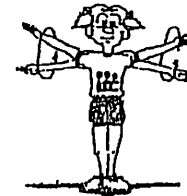
Trunk Twist



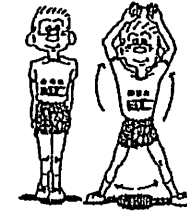
Knee Lift



Calf Stretch



Arm Circles



Jumping Jacks



Brisk Walking

STRENGTH DEVELOPMENT ACTIVITIES



Crunch



Curl-ups



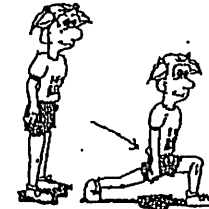
Sit-ups



Back Arch



Wall Sit



Lunges



Single Leg Lift

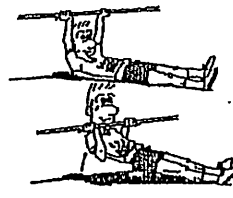


Arm Curls

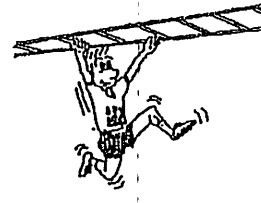
(using canned food as weight)



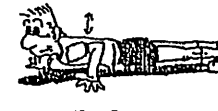
Military Press



Modified Pull-ups



Horizontal Ladder Activities



Push-ups



Climbing Activities

AEROBIC ACTIVITIES

Jogging

Cycling

Swimming

Brisk Walking

Rope Jumping

Soccer

Basketball

COOL-DOWN ACTIVITIES



Calf Stretch



Thigh Stretch



Sitting Toe Touch



Knee Hug



Arm/Shoulder Stretch



Arm/Side Stretch

Student Name: _____

Physical Education Activity - Snack Attack

Parents: The purpose of this activity is to provide an understanding of the relationship between "calories in" (snacks) and "calories out" (exercise).

Materials needed: The wrapper off a snack
 The Calorie Conversion Chart (see reverse side)

Begin the activity by discussing with your child the relationship between "calories in" vs. "calories out" and gaining weight. Then discuss how much exercise is equivalent to a number of calories within a given snack, using the Calorie Conversion Chart as your guide (see reverse side).

Choose a snack. It works best if you begin with a low calorie snack and easier workouts. Use common snacks that they eat regularly to make the lesson more relevant. Plan a workout that reflects the caloric value of the snack. Utilize a variety of exercises, such as calisthenics, jumping rope, and walking. You get to choose the activity to reach the caloric equivalent. Complete the exercise plan. Now ask, "Was it worth the snack?"

If you would like to try this activity again (and they felt the snack was worth the workout), try a higher calorie snack and more challenging workout.

Snack name: _____
(cut out and tape nutritional information below)

List your exercise choices	
Exercise	Caloric Equivalent
1.	
2.	
3.	
Now that you're done, list the exercise that you actually did:	
Exercise: _____ Was the snack worth it? _____	

PE

Calorie Conversion Chart

Activity	Calories Expended in One Hour	Calories Expended in 45 minutes	Calories Expended in 30 minutes	Calories Expended in 15 minutes
Aerobics, intense	511	384	256	128
Aerobics, light	365	273	182	91
Aerobics, water	292	219	146	73
Backpacking	511	384	256	128
Basketball game	584	438	292	146
Bicycling, leisure	292	219	146	73
Bowling	219	165	110	55
Calisthenics	317	238	159	79
Canoeing	256	192	128	64
Cleaning house	246	185	123	62
Dancing, Ballroom	219	165	110	55
Football	584	438	292	146
Golfing	329	246	164	82
Gymnastics	281	210	140	70
Hiking	438	330	220	110
Horseback riding, trotting	457	343	229	114
Ice Skating	511	384	256	128
Instrumental playing	176	132	88	44
Jogging, 5 mph	584	438	292	146
Mowing, push mower	387	291	194	97
Racquetball	511	384	256	128
Rollerblading	913	684	456	228
Rope jumping	730	546	364	182
Rowing, stationary	511	384	256	128
Running, 8 mph	986	741	494	247
Skateboarding	352	264	176	88
Skiing, downhill	365	273	182	91
Skiing, water	438	330	220	110
Soccer, leisure	493	370	247	123
Soccer, competitive	704	528	352	176
Softball or baseball	365	273	182	91
Stair treadmill	657	492	328	164
Swimming laps	511	384	256	128
Tae kwon do	730	546	364	182
Tennis, singles	584	438	292	146
Volleyball	292	219	146	73
Walking, 2 mph	183	138	92	46
Walking, 3.5 mph	277	207	138	69
Weightlifting	219	165	110	55

*Expended calories are based upon a 160-pound person.

Growth and Development Since 1850

**IT'S ALL
RIGHT
HERE!**

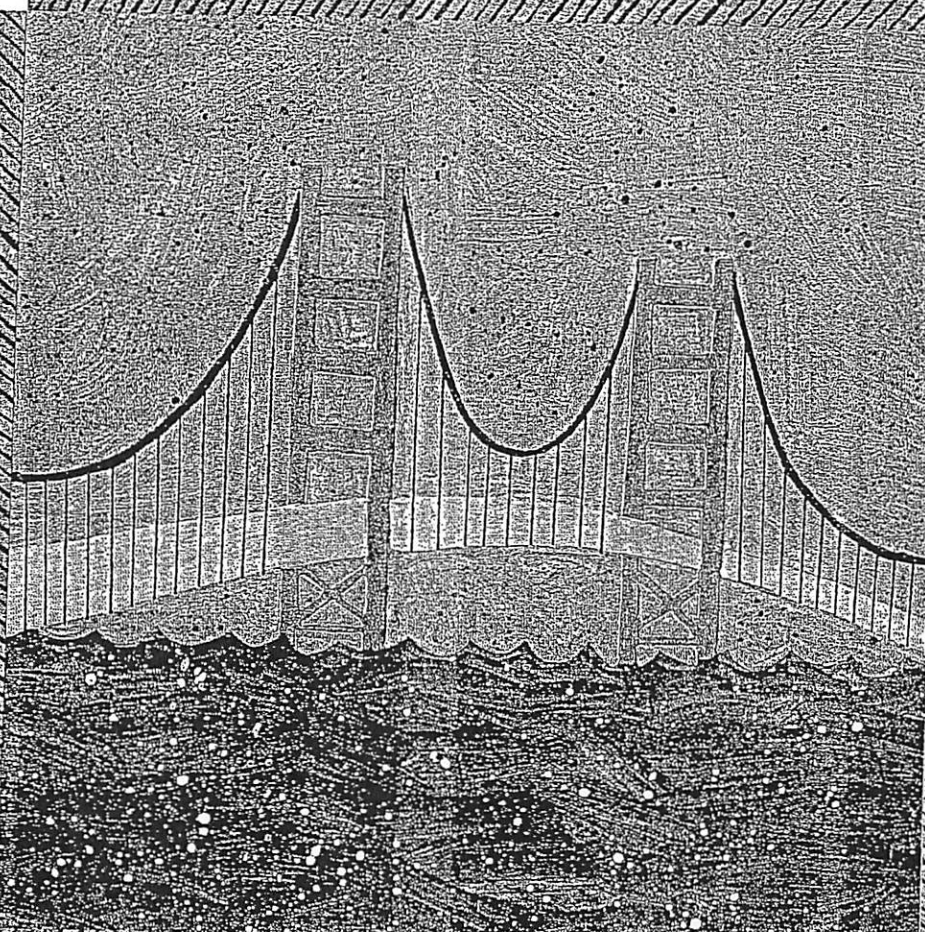
TEACHER RESOURCES
GRADE 4 UNIT 4

4

HISTORY-SOCIAL SCIENCE FOR CALIFORNIA **OUR CALIFORNIA**

**EVERYTHING
YOU NEED TO
TEACH THE UNIT**

- Unit Planner
- Lesson Plans
- English-Language Arts Support
- Assessment
- Intervention
- Home Letters
- Handouts
- Vocabulary Cards, Biography Cards, and More!



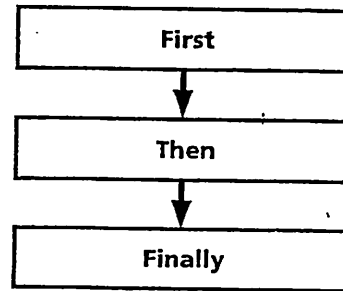
Colonial Williamsburg

SCOTT FORESMAN

COMPREHENSION SKILL **Sequence**

Sequence means the order in which things happen.

- Sometimes writers use words that signal a new event.
- Transition words may include *first*, *then*, *next*, and *finally*.



Try It List the order of events that improved communication and transportation in California.

Technology Improves Communication

Technology in the mid-1800s improved communication between California and the rest of the country. Mail and other messages were delivered by stagecoach through the Overland Mail Service or by the Pony Express.

Then the telegraph was used to deliver messages in Morse Code by wire. In 1869 the transcontinental railroad was completed. The railroad allowed goods and people to travel to and from California much more easily.

VOCABULARY DEVELOPMENT: **Greek/Latin Roots**

Learning the meaning of roots can help you figure out the meaning of new words. If *tele* means “far off” in Greek, what is the meaning of *telegraph*?

Unit 4 Lesson 2

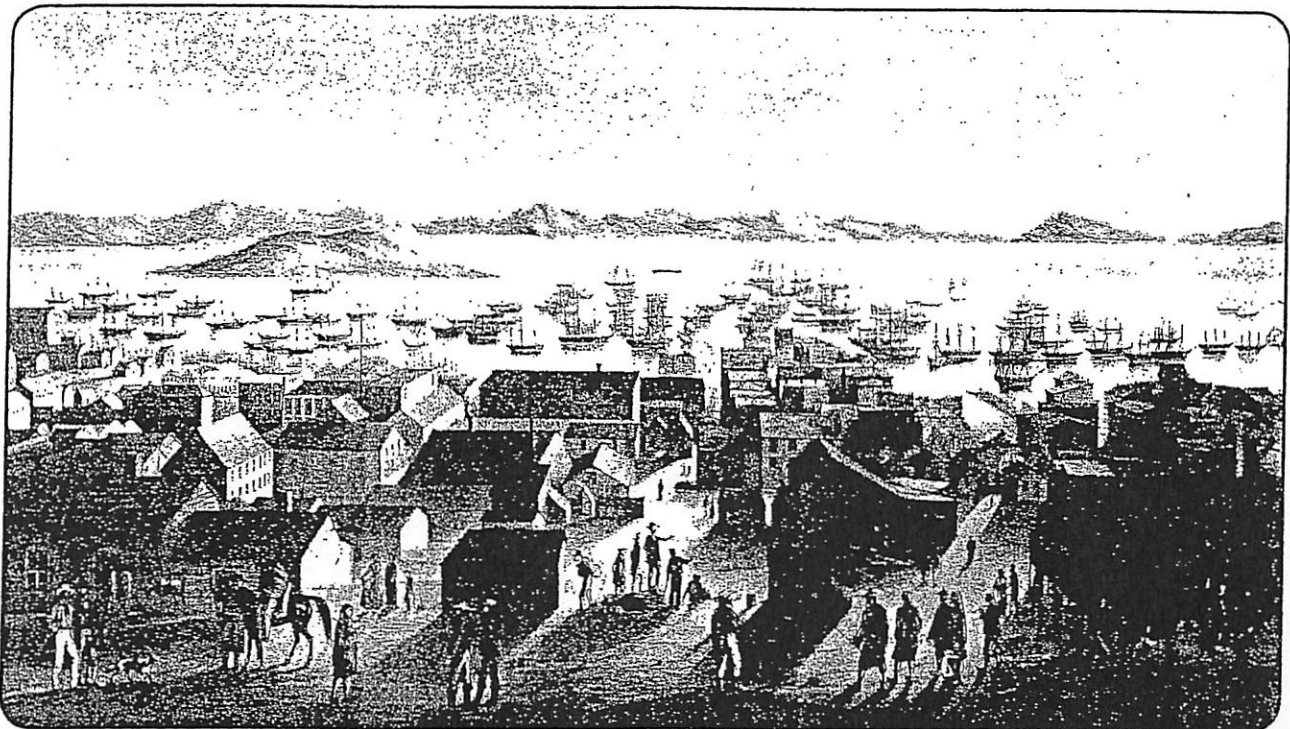
The Gold Rush Is Big Business

The discovery of gold brought thousands of people to California. Ships crowded with people who were headed for the gold fields streamed into San Francisco. These people were called forty-niners because many of them traveled to California in 1849. The forty-niners needed food, supplies, and places to sleep. Miners who struck it rich needed banks that would buy their gold.

Businesses were opened to sell the forty-niners the goods and services they needed. Some of the people who made the most money during the Gold Rush were not miners—they were people who ran businesses that served the miners. Some of these businesses are still around today. One is Levi Strauss, the company that makes jeans. Another is the Wells Fargo bank.

Discussion Question: Brainstorm with a partner other kinds of businesses that might grow when the population of a town grows.

This lithograph was made of San Francisco around 1850.



Name: _____

How did the Gold Rush change California's economy?


1. **Fact and Opinion:** Place checks in the chart below to show which of the sentences are facts and which are opinions.

	F	O
1. The Gold Rush benefited California's economy.		
2. As more people came to California, more goods and more businesses were needed.		
3. There were too many new businesses.		

2. **Recall** Give one example of **discrimination** that occurred after the Gold Rush.

3. **Analyze** Why was California a good place for **merchants** during the Gold Rush?

4. **Synthesize** Think about two kinds of jobs miners might look for in California after the Gold Rush ended. How are those jobs different from the ones that were available before the Gold Rush?

5.  **Write a Newspaper Article** Suppose you are a reporter at a newspaper in San Francisco in 1850. Write an informational article about the growth of San Francisco after the Gold Rush.

Link to Performing Arts Act out a brief scene showing a new business opening in California during or after the Gold Rush.

COMPREHENSION SKILL: Fact and Opinion

A fact is a statement that is generally believed to be true. An opinion is what someone believes or thinks is true.

Try It Underline the opinion statement in the paragraph below.

Gold Changes California's Economy

Before the California Gold Rush, there were few businesses in the area. The discovery of gold near Coloma was the best thing that ever happened to California. Merchants and other entrepreneurs came to the area to open up new businesses.

People no longer had to import many of the goods they needed. Hotels, laundries, restaurants, and banks also sprang up in new towns in California.

VOCABULARY DEVELOPMENT: Root Words

Sometimes prefixes and suffixes are added to root words to create other words. Identify the prefix and root word for *import*. Use the meaning of the two word parts to define the word.

	+		=	import
prefix		root word		

Import means _____

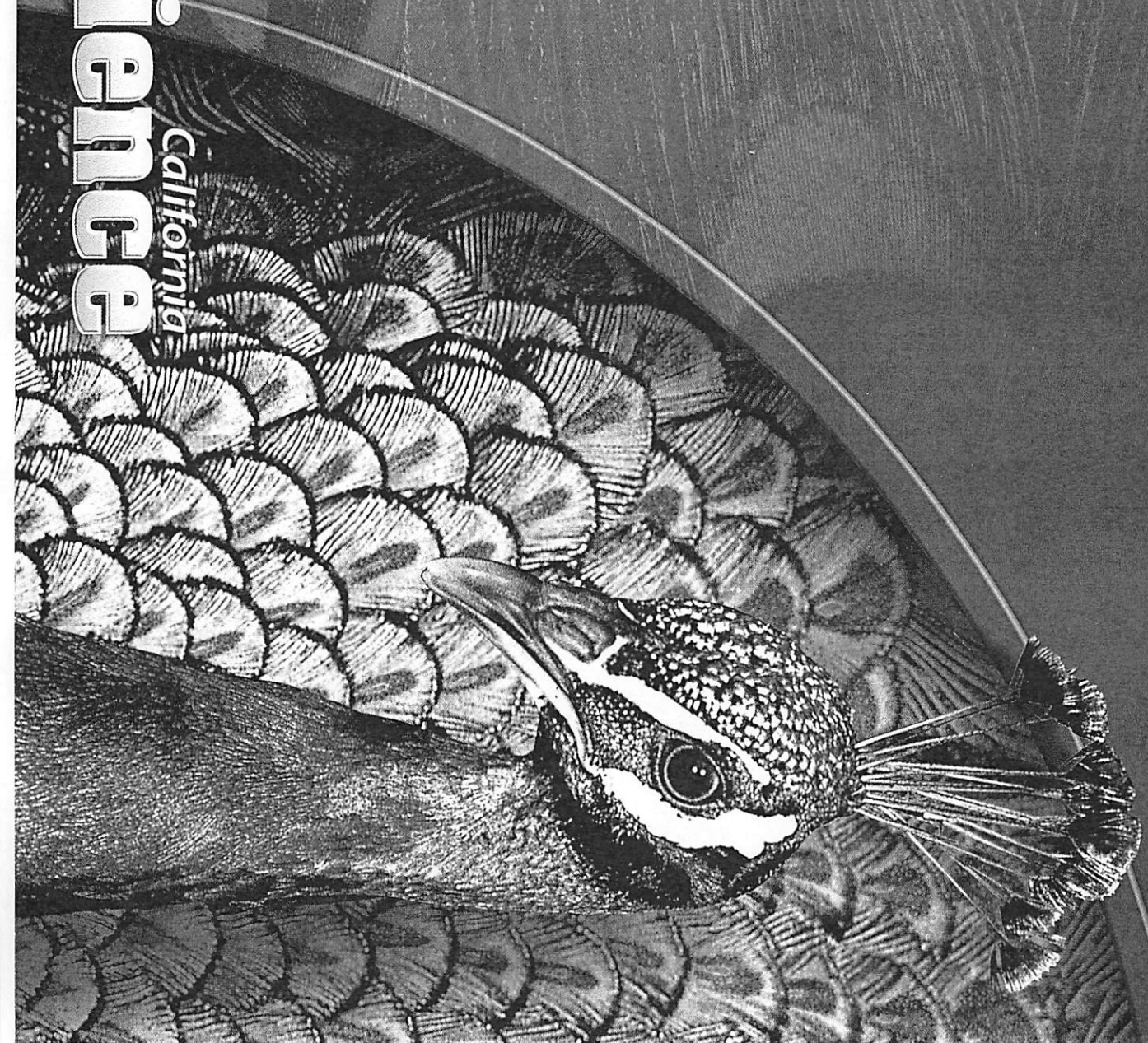
Scott Foresman

Science Study Notebook

Grade
4

California

Science



Lesson 1

What determines survival?

Living things need food, air, water, and living space to survive. They may have to compete with other living things to get what they need.

Competition

You may have seen only one owl, but more are living nearby. All of these owls make up a population. A **population** is all of the same kind of living things that live in one place. All of the different populations in that place make up a **community**.

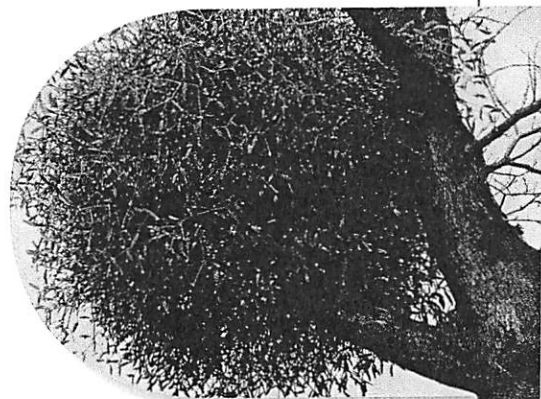
Members of a population of animals might work together to hunt. A population might travel together to protect the group from predators. But sometimes the environment might not have enough resources for all the members of the population.

Competition occurs when two or more living things must use the same limited resources. Owls compete for food, shelter, and places to hunt. Mice compete for food, shelter, and places to hide from owls and other predators.

Plants also compete for resources. Many seedlings might sprout close together. Only a few will become fully-grown plants because there is not enough space for all of them. The taller plants will get more sunlight than the shorter plants will. Through photosynthesis, they will be able to make more food than their shaded neighbors.

Different populations in a community may also compete. Snakes that eat mice may be part of the community. The owls and snakes compete for the same population of mice.

1. **Checkpoint** List three examples of competition in nature.
2. **Cause and Effect** What causes competition between living things?



Mistletoe takes water and nutrients from the tree. This is how it competes with other plants to survive.



keyword:
competition
code:
gr4p151

Sharing Resources

Animals sometimes behave in ways that help reduce competition. For example, both owls and hawks feed on the same kinds of prey. Hawks hunt during the day, but owls hunt at night. This reduces competition while the birds hunt. It helps them share the same food resources.

You read about symbiosis in Chapter 4. Symbiosis can help living things share resources. Lichens, for example, are fungi and algae that live together. The algae use sunlight to make food. The fungi take in some of this food. The fungi protect the algae by giving them a safe home.

Sometimes symbiosis helps one organism but hurts the other. The organism that is helped is called a parasite. The one that is hurt is called a host. The mistletoe that you just saw is a parasite. It takes nutrients and water from the tree, its host.

Bears are omnivores. They eat whatever insects and other foods they find. This bear is licking beetles from a tree.



After sleeping much of the winter, black bears become active in the spring. They eat newly sprouted grasses and other plants.

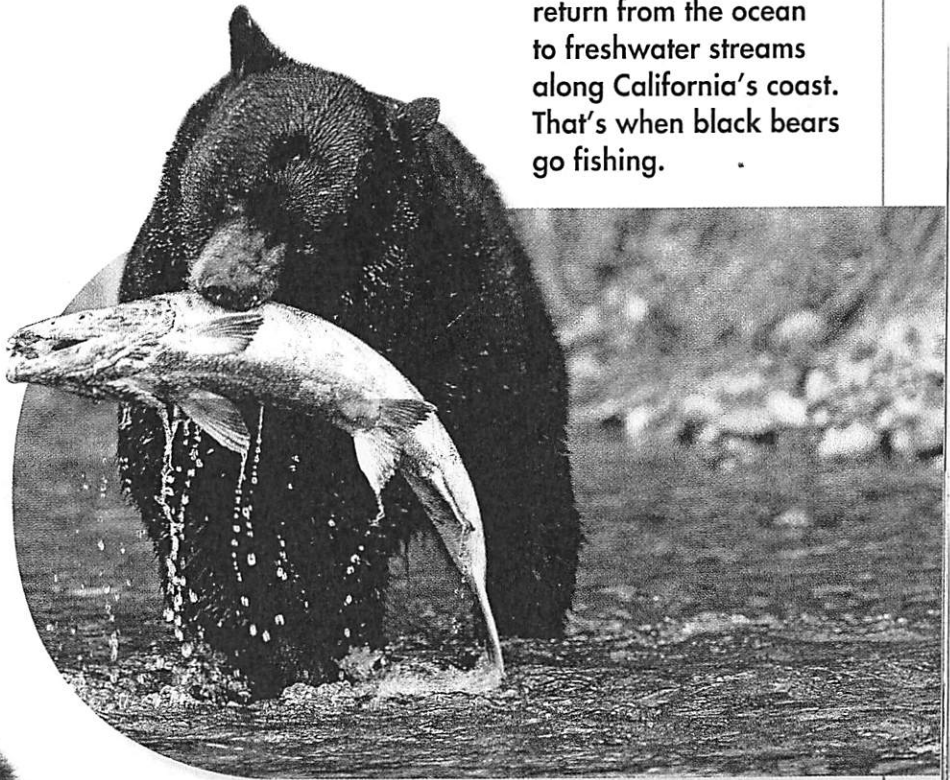


A Varied Diet

Remember that animals are consumers. They must eat other organisms. Some consumers compete by eating many different kinds of foods. Black bears, for example, eat a variety of foods, depending on what is easy to find.

In spring, bears eat grasses and meadow plants. All summer they claw at logs and stumps looking for insects. In late summer and fall, they eat pine cones, acorns, berries, and nuts that have ripened. They catch fish in streams or the ocean when they can. They will even eat from people's trash cans!

In late summer, salmon return from the ocean to freshwater streams along California's coast. That's when black bears go fishing.



1. ✓ **Checkpoint** What are some ways that animals share resources?
2. How does eating many types of food help a black bear survive in its environment?

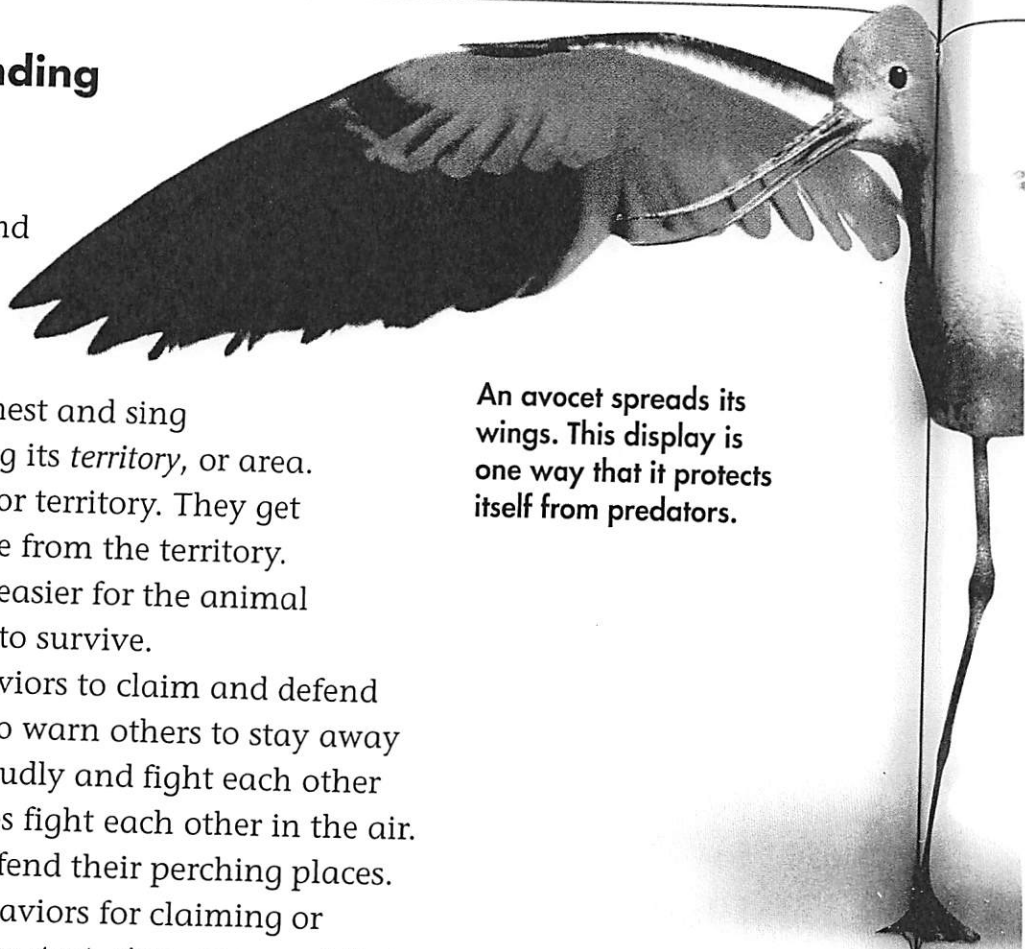
Claiming and Defending Territory

Have you ever watched red-winged blackbirds defend a nesting area? One bird will chase another bird away. The bird that claims the area will stay near the nest and sing loudly. This bird is defending its *territory*, or area.

Many animals compete for territory. They get food, water, and living space from the territory. Having a territory makes it easier for the animal to get the resources it needs to survive.

Animals use special behaviors to claim and defend their territory. They may also warn others to stay away from it. Male crickets sing loudly and fight each other for territory. Male dragonflies fight each other in the air. Even male butterflies will defend their perching places.

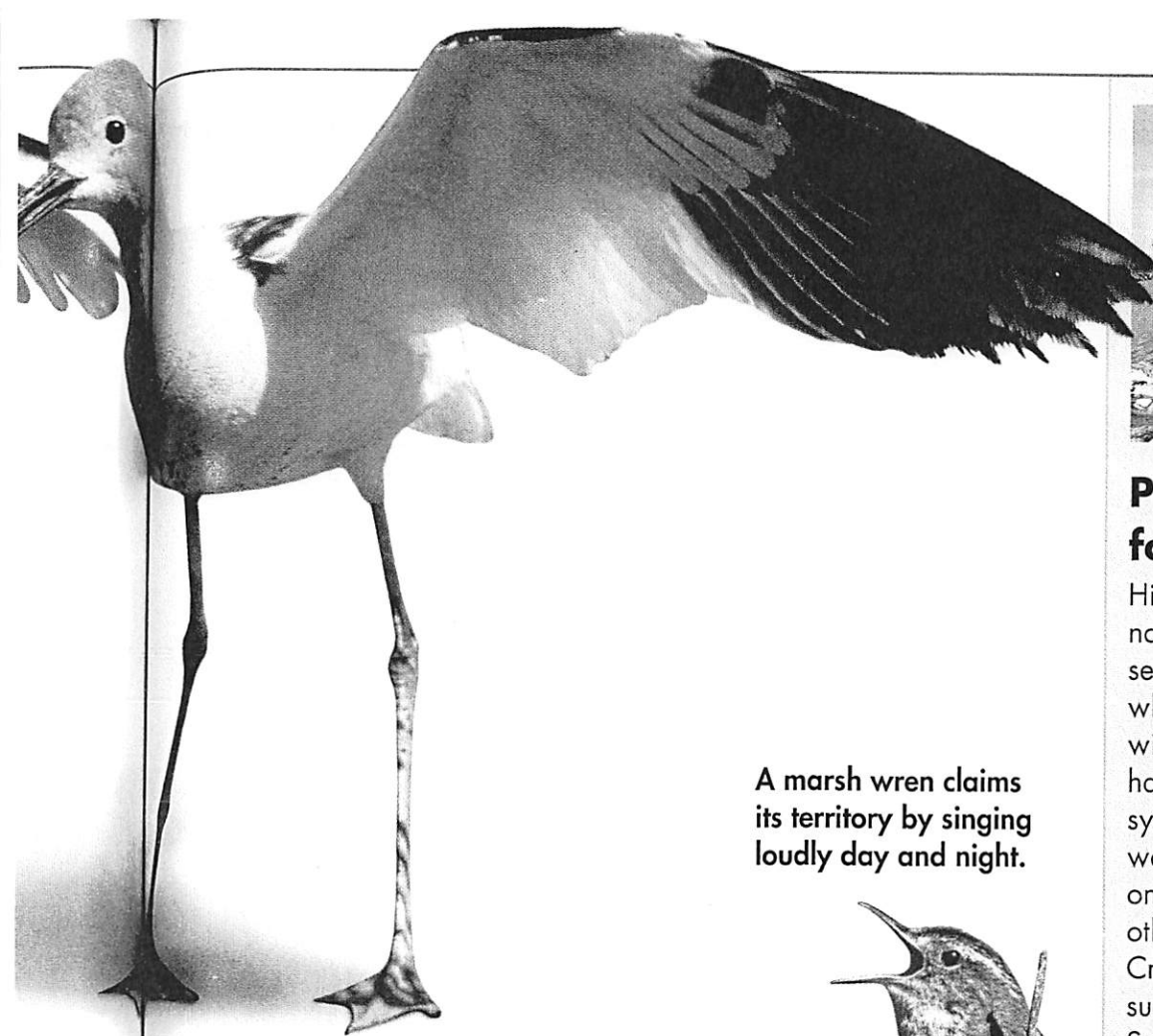
Birds also have many behaviors for claiming or defending territory. They may strut, sing, or spread their wings wide to appear threatening. They may chase or dive at approaching animals. Avocets are long-legged shore birds that work together to protect their nesting areas. They try to distract predators by making loud noises and rushing away from the nest. These behaviors help their population survive.



An avocet spreads its wings. This display is one way that it protects itself from predators.



Red-winged blackbirds have a bright red patch. When defending a territory, the males sing and spread their wings to show the most red.




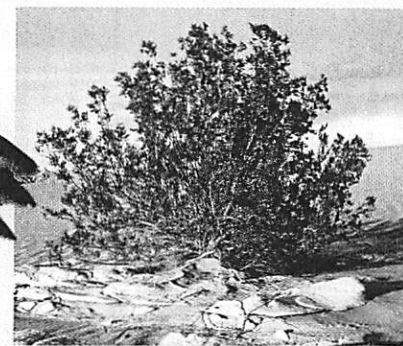
A marsh wren claims its territory by singing loudly day and night.

Mammals also claim and defend territories. Male bighorn sheep, elk, and deer may crash their antlers or horns together to compete for territory and mates. If skunks feel threatened, they spray animals that get too close. The spray smells bad, driving the other animal away.

✓ Lesson Review

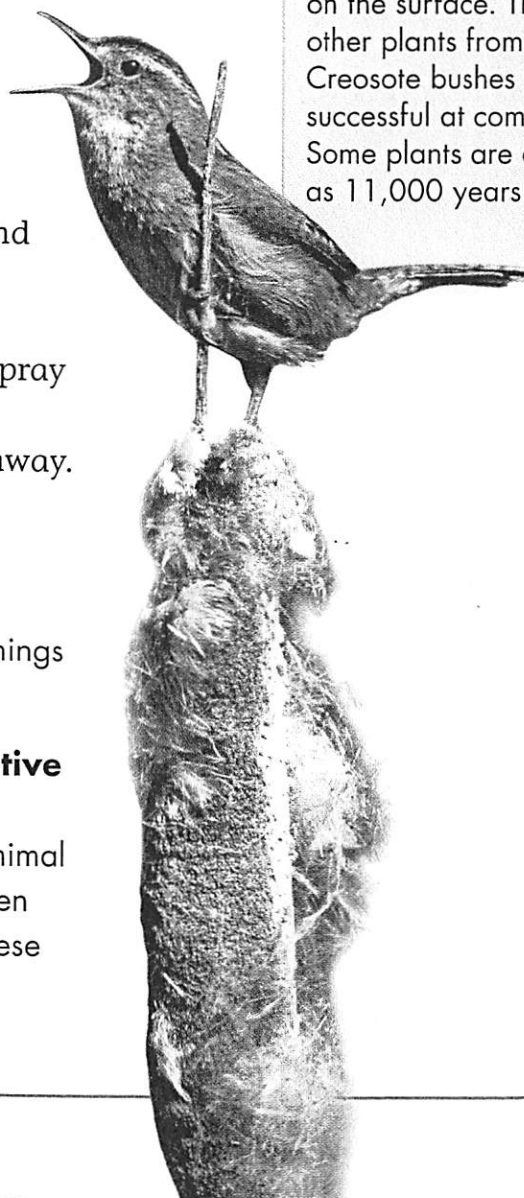
1. Give three examples of ways living things compete for resources.

2.  **Writing in Science Descriptive**
Use library-media center or other resources to learn how one kind of animal identifies and defends its territory. Then write a paragraph describing how these behaviors help the animal to survive well in its environment.



Plants Compete for Resources

Hikers in the desert often notice that creosote plants seem to “claim” a territory where few or no other plants will grow. Creosote plants have a wide, shallow root system that can take in water as soon as it collects on the surface. This prevents other plants from sprouting. Creosote bushes are very successful at competing. Some plants are as old as 11,000 years!



Chapter 5 Vocabulary

Find each word in your glossary at the back of your book. Read its meaning. Then write the letter of the meaning on the line next to the word.

- | | |
|-----------------------|---|
| ___ 1. population | a. all of the different populations in one place |
| ___ 2. community | b. the process of scattering plant seeds |
| ___ 3. competition | c. the movement of pollen from a male part of a flower to a female part |
| ___ 4. adaptation | d. all of the same kind of living things that live in one place |
| ___ 5. pollination | e. a trait that helps an organism survive in its environment |
| ___ 6. seed dispersal | f. two or more living things using the same limited resources |

Write a vocabulary word to complete each sentence.

- All the rabbits in an ecosystem make up a _____.
- A dandelion seed being carried on the wind is an example of _____.
- All the plants and animals that live in a place make up a _____.
- A whale's tail is an _____ that helps it swim underwater.



Notes for Home: Your child is learning these vocabulary words in Chapter 5. Say a vocabulary word and have your child define it and use the word in a sentence.

Name _____

Use with pages 151–155.

What determines survival?

Read the lesson. Then complete the chart. Tell how each survival method works and give an example of a living thing using the method.

Survival Method	How Method Works	Example
Competition		
Sharing Resources		
A Varied Diet		
Claiming and Defending Territory		



Notes for Home: Your child completed a chart about survival methods. Have your child tell you about the entries in the chart.