



LA MESA-SPRING VALLEY SCHOOLS

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**HOME
INDEPENDENT
WORK PACKET

FOURTH GRADE

PACKET 3
MAY 11 - MAY 22**



Grade 4

Language
Arts

Your Turn

Practice Book



Mc
Graw
Hill
Education

Name _____

intensity

forfeit

retreated

ancestors

endurance

irritating

despised

honor

Finish each sentence using the vocabulary word provided.

1. (intensity) During the football game, _____

_____.

2. (endurance) It is important for athletes _____

_____.

3. (forfeit) As a result of not having enough players, _____

_____.

4. (irritating) When I'm watching a movie _____

_____.

5. (retreated) When it started to rain, _____

_____.

6. (despised) As a younger kid _____

_____.

7. (ancestors) The pictures on our walls _____

_____.

8. (honor) At the awards ceremony, _____

_____.

Name _____

Read the selection. Complete the theme graphic organizer.

```
graph TD; A[Detail] --> B[Detail]; B --> C[Detail]; C --> D[Theme];
```

The graphic organizer consists of four rectangular boxes arranged vertically, connected by downward-pointing arrows. The top three boxes are labeled "Detail" and the bottom box is labeled "Theme".

Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
21 family was repairing their home with fresh birch bark strips. Kanti
21 stayed in the shadow of the trees until she reached the lake. She could
35 see her father's sleek canoe far off in the distance. He was fishing for
49 their dinner. Her cousins were splashing merrily near the shore and
60 waved to her. She stepped into the water.

68 "Kanti!" an irritated voice said.

73 Kanti felt her heart drop to her stomach. She was caught. Kanti's
85 mother walked quickly toward her. "Kanti, you know that your
95 grandmother is going to teach you today."

102 "It's so steamy outside. Why can't I swim with my cousins?"
113 she whined.

115 Her mother looked sympathetic, but firm. "Sometimes we have to
125 set aside play so we can learn. Come, I think you will like this lesson
140 better than you predict."

144 Kanti's grandmother looked dignified sitting cross-legged in the
152 center of their wigwam. Around her lay wide beaded belts of white
164 and purple with all kinds of vivid designs. In front of her was a loom
179 shaped like an archer's bow with a few rows of beads strung.

191 "Thanks for coming, Kanti." There was a mischievous glint in her
202 grandmother's eye. She held a few small purple beads. "Do you know
214 what these are?"

217 "That's easy, they're wampum." Sometimes Kanti would help
225 collect the quahog, or clams, the beads were made from.

Name _____

"I actually meant, what do the beads stand for?" Kanti's grandmother said. "Here, let me show you."

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. "These people are your great-great grandmother and grandfather," she said. "They traveled over the mountains to find a place to settle." She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. "Your great-great grandmother saw an eagle that led them through the mountains."

A circle at the edge of the mountains represented the lake that fed the village. "When they found a wide lake, they knew it would support many people. This is how our village began."



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts' patterns jumped out at her, all holding adventures of their own. She looked at the loom with a scant five rows completed. "What story will this belt tell?" she asked.

"This belt will tell your story," her grandmother said. "I started it for you and you can continue to add to it as you grow." With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn't wait for her cousins to come back so she could show them her new belt.

Name _____

A. Reread the passage and answer the questions.

1. Why can't Kanti swim with her cousins?

2. What does Kanti learn about the belts?

3. What is the theme of this story?

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

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

Name _____

A Roman Tradition

"Come help me pick flowers from the garden," Cornelia's mother called.

Cornelia got up and followed her mother outside. Their house stood on a hill outside the city of Rome, and from their garden they could look out over the empire's capital.

"What do we need the flowers for?" Cornelia asked.

"To decorate the *lararium*," her mother said. She turned and pointed to the house's courtyard. A small building stood in the corner. It looked like a tiny temple. Columns held up its triangular roof, and a group of small statues and oil lamps sat inside.

"Three times a month, we bring flowers and honey to the spirits of the household. That way they'll protect our house and our crops," she explained.

Answer the questions about the text.

1. How do you know this text is historical fiction?

2. What literary element is included in this piece of historical fiction?

3. Do you think the dialogue is fictional or historical?

4. What tradition does Cornelia's family have?

Name _____

Read each sentence below. For each word in bold, write the denotation on the line. Then write its connotation.

1. She could see her father's **sleek** canoe far off in the distance.

2. It's so **steamy** outside.

3. "Why can't I swim with my cousins?" she **whined**.

4. Kanti's grandmother looked **dignified** sitting cross-legged in the center of their wigwam.

5. She looked at the loom with a **scant** five rows completed.

Name _____

A. Read each sentence. Circle the word that ends with the same sound as *on* in *person*. Then sort the words in the chart below.

1. Today I am going to visit my cousin who lives in the city.
2. The group searched endlessly for the sunken treasure.
3. Did you know that a raisin is a grape that is partially dried out?
4. It was difficult to choose a gift, but I finally decided on the woven shirt.
5. The dinosaur skeleton at the museum was as big as a house!

<i>-in</i>	<i>-en</i>	<i>-on</i>
6. _____	8. _____	10. _____
7. _____	9. _____	

B. Read the definitions for the prefixes below. Then read each word and circle the prefix. Write the meaning of the word based on the prefix. Use a dictionary to help you if necessary.

uni-, mono- = one

deca- = ten

bi- = two

cent- = hundred

tri- = three

1. monotone _____
2. bimonthly _____
3. centimeter _____
4. unicolor _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.

Draft Model

Every winter, my family has “beach day” at home. We fill a plastic pool with sand and make sand castles. We listen to music and dance. Mom makes picnic food.

1. What strong words could be used to describe the plastic pool?
2. What strong words could be used to describe the sand castles?
3. What strong words could describe the music, the dancing, and the food?

B. Now revise the draft by adding strong words that create a clearer picture in readers’ minds.

Name _____

Elena used text evidence from two different sources to respond to the prompt: *Write a dialogue between Omakayas and Little Bee about what they heard during the adults' conversation.*

"Did you get what you wanted from that big pile of gifts?" Little Bee asked as she happily played with her new doll.

"Yes, I did," Omakayas replied. She hesitated and said, "But I am troubled."

"Why are you troubled? You won the game of silence."

At that moment, Omakayas's grandmother brought them bowls of wild rice to eat. "I'm troubled by what the adults were saying. They said that we will have to move soon. There are new settlers coming that want this land. I don't want to leave here," Omakayas said trying not to cry.

"I didn't understand what they were saying, but they seemed so serious. Where will we go?" asked Little Bee.

"I am not sure. Father and the others kept speaking about something called a reservation. I am not sure what that means."

"Will we be able to grow wild rice there? How can we move somewhere if we can't grow wild rice there?"

"I don't know," answered Omakayas, with tears streaming down her cheeks.

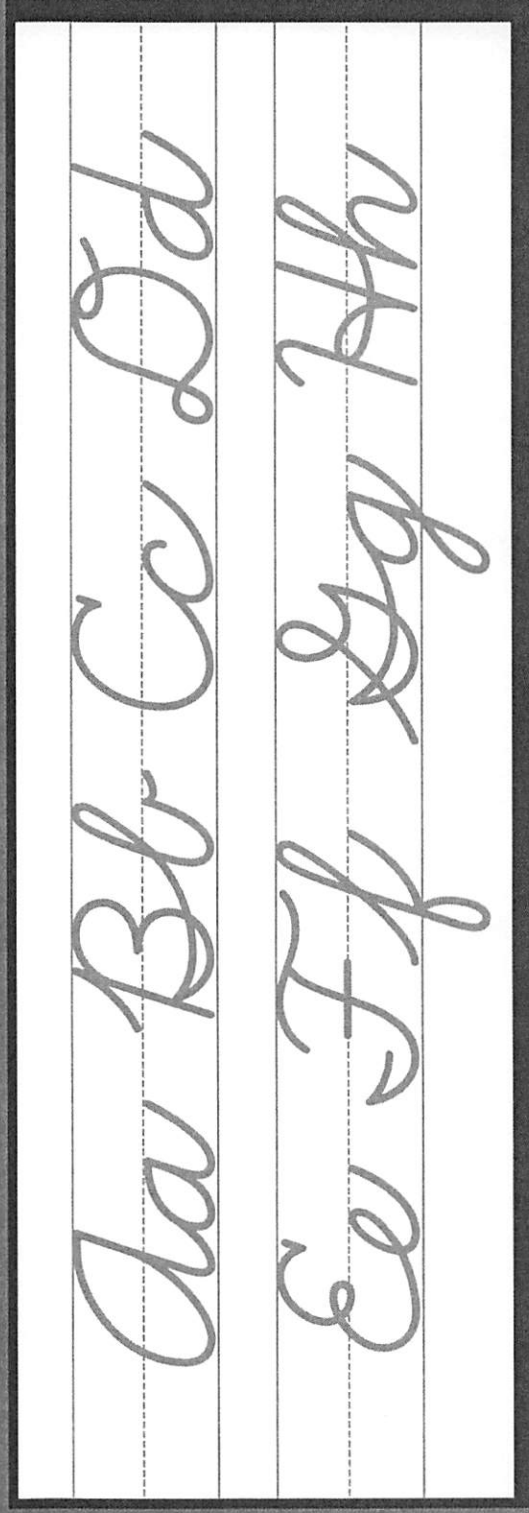
Reread the passage. Follow the directions below.

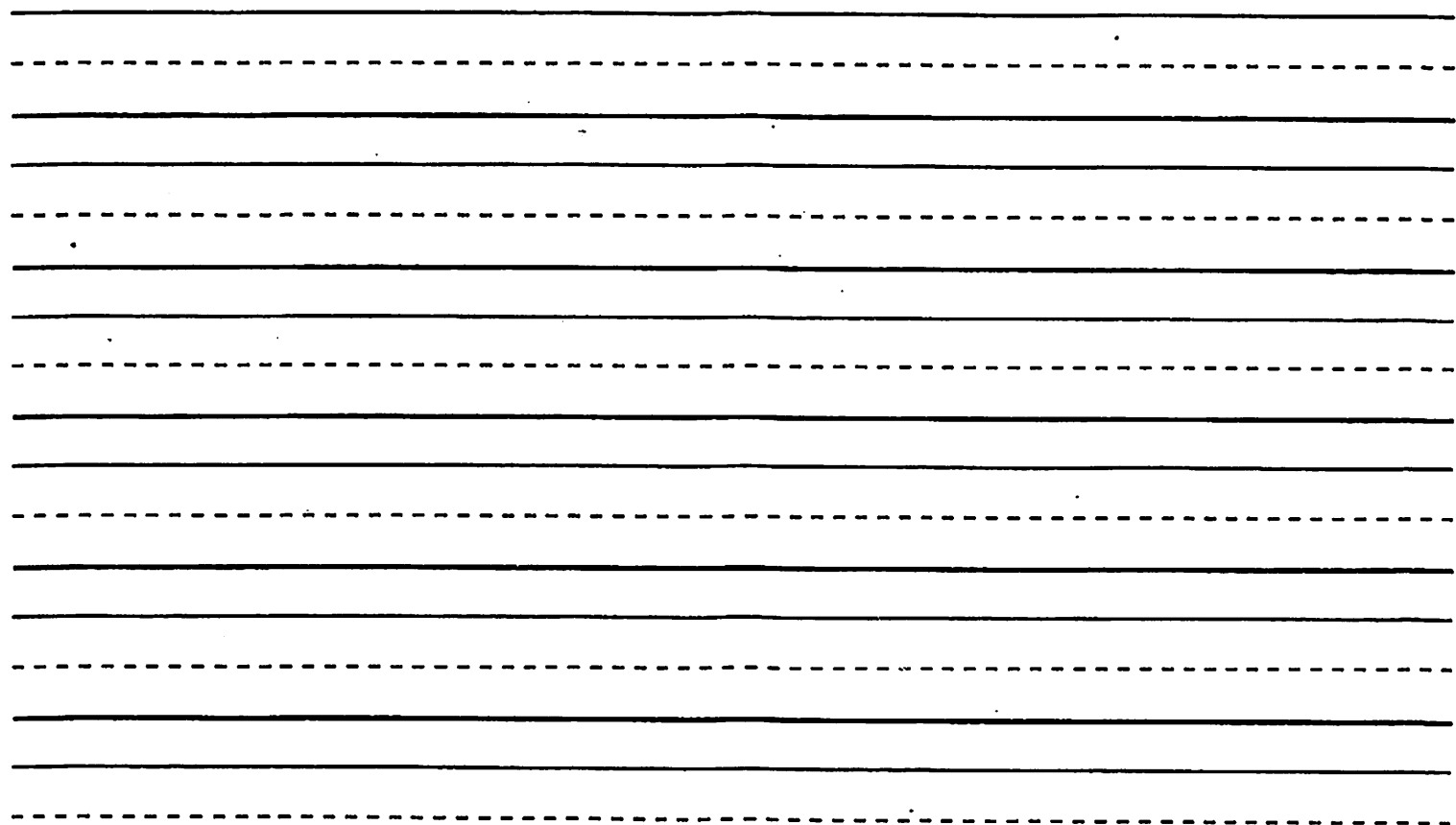
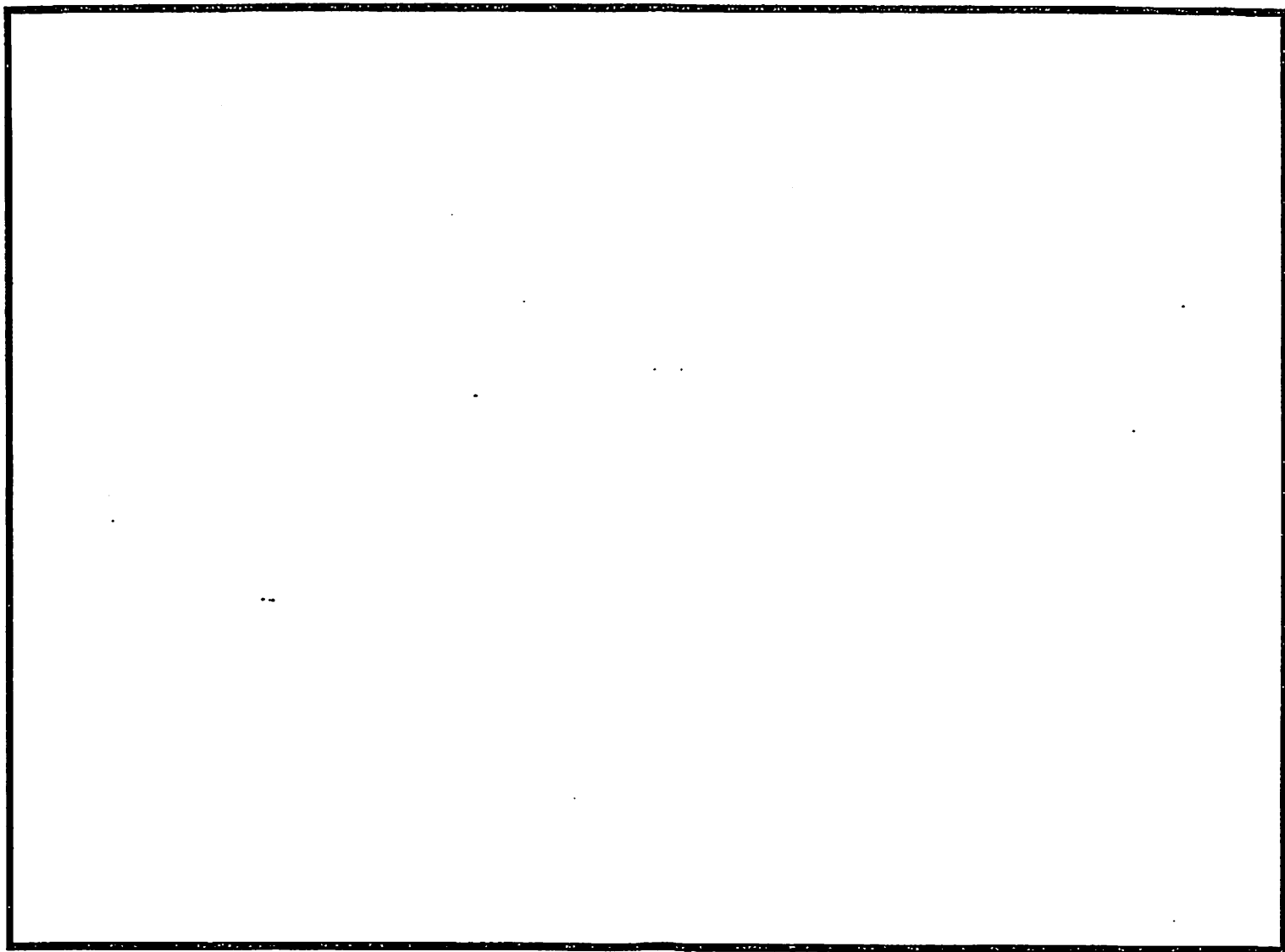
1. Circle an example of a strong verb used by Elena.
2. Draw a box around a line of dialogue that Little Bee says.
3. Underline the text evidence that helps you make an inference that Little Bee got the gift she wanted.
4. Write two adverbs that Elena uses on the line below.

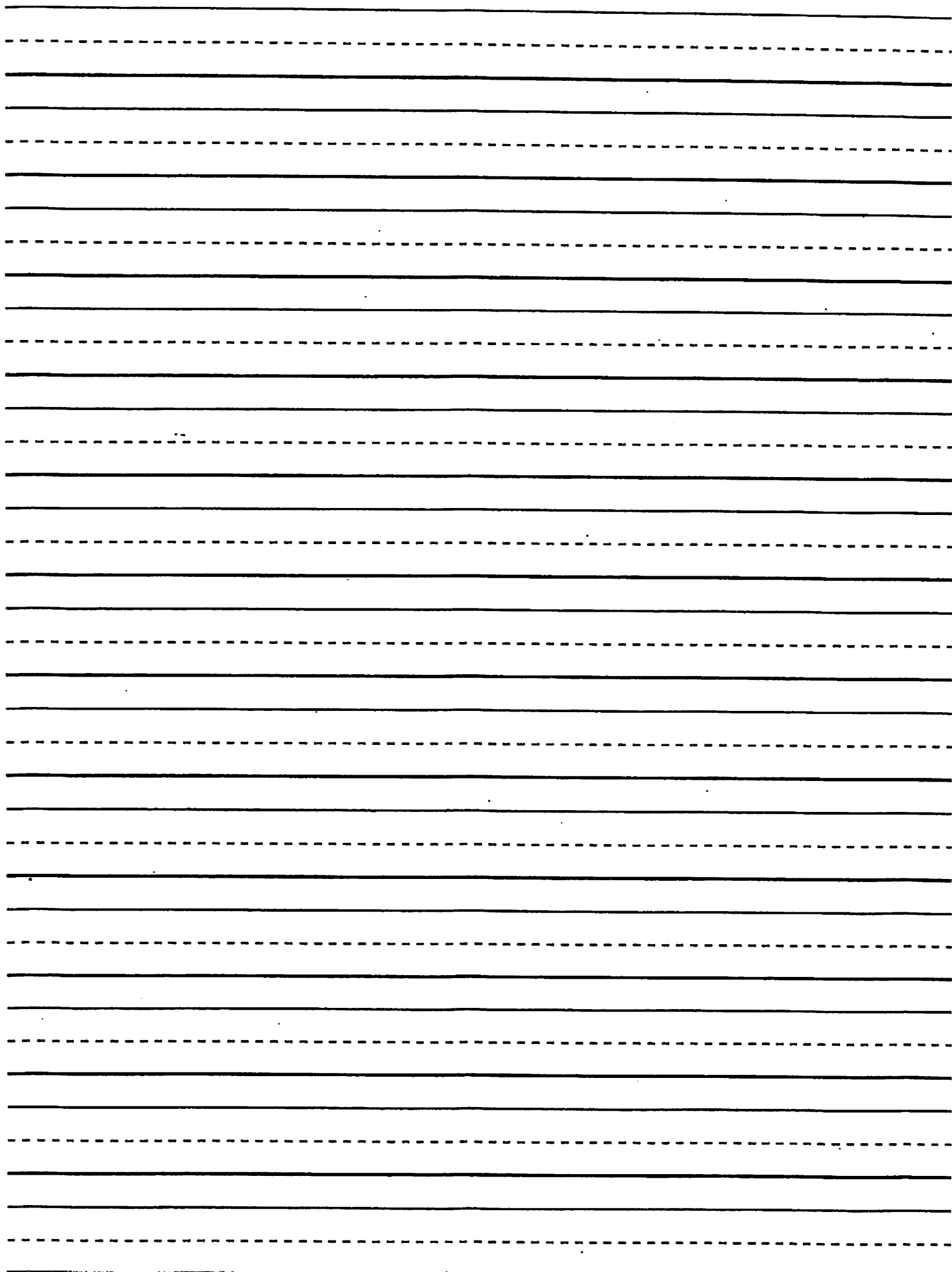
Grades 3-6



Handwriting



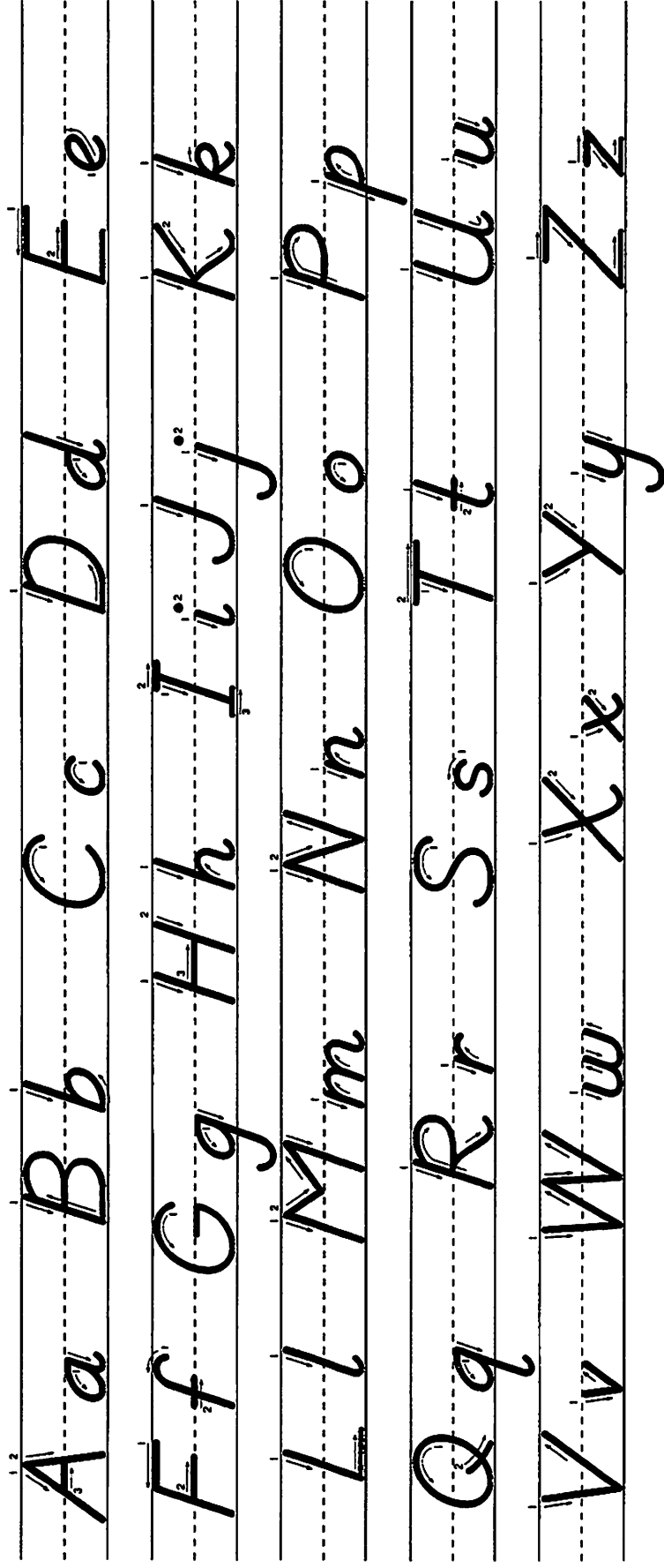




Name _____ Date _____

The Slant Manuscript Alphabet

Circle the letters you use to write your first name.



Name _____ Date _____

The Cursive Alphabet

Circle the letters that are in your last name.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

Alignment and Margins

All letters should sit on the baseline and stay within the margins.

○	Four score and seven years
	ago our fathers brought
	forth on this continent a
	new nation.
○	

Copy as much of the sentence as you can within the margins.

○	
○	



Make sure your writing stays within the margins of the paper.

Name _____ Date _____

Numerals

Trace and write the numerals. Write the words.

1 2 3 4 5

one two three four five

6 7 8 9 10

six seven eight nine ten

Numerals and Math Symbols

Trace and write the math symbols.

$\$$ $+$ $\div$ $\div$
 $-$ $\$$ $\times$ $+$
 $\times$ $=$ $-$

Complete the problems.

$= 23 + 42 = 12 \times 3 =$
 $\div 34 + 15 = 78 - 25 =$
 $+ 56 \text{ dollars} =$

$\$ - \$ =$ $\times + \$ =$ $\$ - \$ =$ $\times \div \$ =$
 $\times \div \$ =$

Name _____

Date _____

Punctuation

Repeat the patterns in lines 1 and 2.

Then write the sentences with correct punctuation.

? ? ? / / ? ? ? / / ?

/ ? / / ? / ? / / ?

Did you finish the puzzles

What a great idea that is

Yes, run as fast as you can



CALIFORNIA

MATH

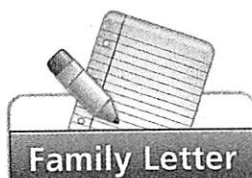
Expressions
Common Core



GRADE

4

Volume 2



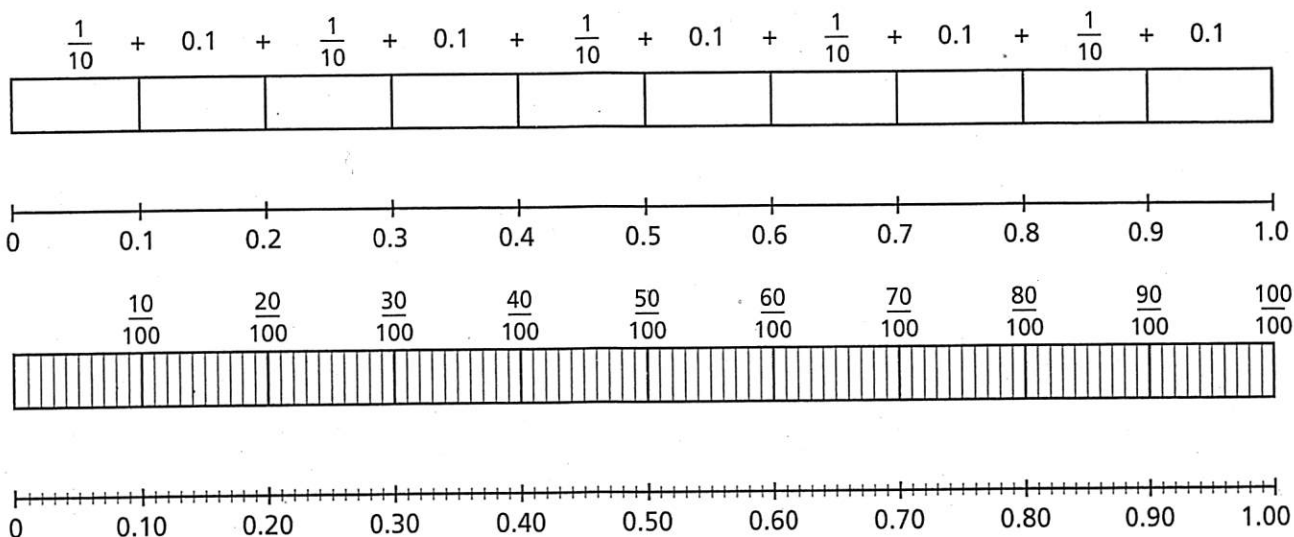
Family Letter

Content Overview

Dear Family,

In this unit, your child will be introduced to decimal numbers. Students will begin by using what they already know about pennies, dimes, and dollars to see connections between fractions and decimals.

Students will explore decimal numbers by using 'bars divided into tenths and hundredths. They will relate decimals to fractions, which are also used to represent parts of a whole.



Students will read, write, and model decimal numbers. They will also learn to combine whole numbers with decimals. They will work with numbers such as 1.72 and 12.9. Students will also compare decimal numbers with other decimal numbers.

Students will apply their understanding of decimal concepts when they compare decimals.

Comparing Decimals

$$6.8 \bigcirc 3.42 \qquad 6.80 \bigcirc 3.42$$

Adding a zero makes the numbers easier to compare.

Please call if you have any questions or comments.

Thank you.

Sincerely,
Your child's teacher



CA CC

Unit 7 addresses the following standards from the *Common Core State Standards for Mathematics with California Additions*: 4.NF.1, 4.NF.2, 4.NF.6, 4.NF.7, 4.MD.2, 4.MD.4, and all Mathematical Practices.

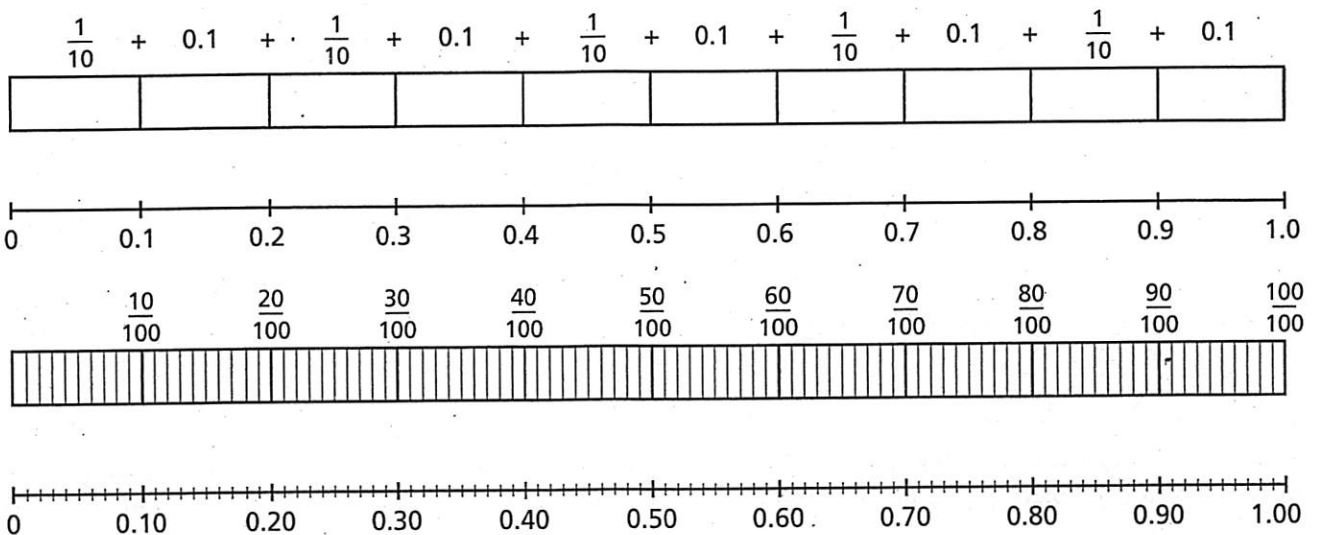


Un vistazo general al contenido

Estimada familia:

En esta unidad, se presentarán los números decimales. Para comenzar, los estudiantes usarán lo que ya saben acerca de las monedas de un centavo, de las monedas de diez y de los dólares, para ver cómo se relacionan las fracciones y los decimales.

Los estudiantes estudiarán los números decimales usando barras divididas en décimos y centésimos. Relacionarán los decimales con las fracciones que también se usan para representar partes del entero.



Los estudiantes leerán, escribirán y representarán números decimales. También aprenderán a combinar números enteros con decimales. Trabajarán con números tales como 1.72 y 12.9. Compararán números decimales con otros números decimales.

Al comparar decimales, los estudiantes aplicarán los conceptos decimales que ya conozcan.

Comparar decimales

$$6.8 \bigcirc 3.42 \quad 6.80 \bigcirc 3.42$$

Añadir un cero facilita la comparación de números.

Si tiene alguna duda o algún comentario, por favor comuníquese conmigo.

Gracias.

Atentamente,
El maestro de su niño



CACC

En la Unidad 7 se aplican los siguientes estándares auxiliares, contenidos en los *Estándares estatales comunes de matemáticas con adiciones para California*: 4.NF.1, 4.NF.2, 4.NF.6, 4.NF.7, 4.MD.2, 4.MD.4 y todos los de prácticas matemáticas.

► Tenths and Hundredths

Pennies and dimes can help you understand tenths and hundredths. Discuss what you see.

100 pennies = 10 dimes = 1 dollar

100 pennies = 1 dollar 10 dimes = 1 dollar

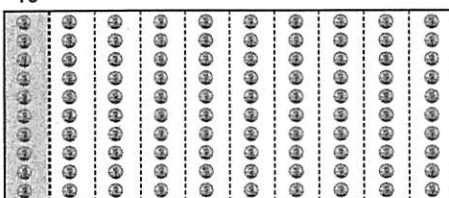
1 penny is $\frac{1}{100}$ of a dollar 1 dime is $\frac{1}{10}$ of a dollar



1. $1 \text{ penny} = \frac{1}{100} = 0.01$

$\frac{10}{100}$ 10 of 100 equal parts

$\frac{1}{10}$ 1 of 10 equal parts

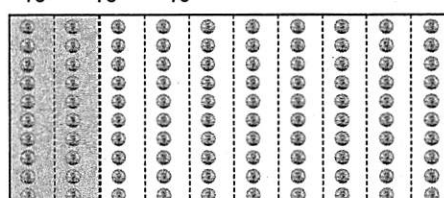


0.1
 0.10

2. $1 \text{ dime} = \frac{1}{10} = 0.1$

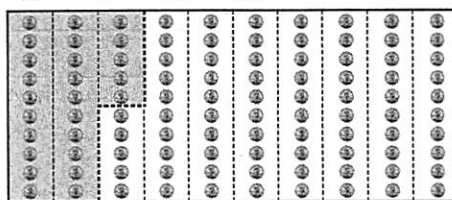
$\frac{10}{100} + \frac{10}{100} = \frac{20}{100}$

$\frac{1}{10} + \frac{1}{10} = \frac{2}{10}$



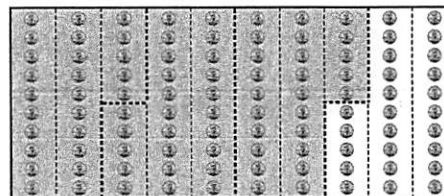
$0.1 + 0.1 = 0.2$
 $0.10 + 0.10 = 0.20$

3. $\frac{10}{100} + \frac{10}{100} + \frac{5}{100} = \frac{25}{100}$
 $\frac{1}{10} + \frac{1}{10} + \frac{5}{100} = \frac{25}{100}$



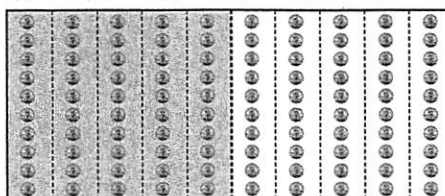
$0.1 + 0.1 + 0.05 = 0.25$
 $0.10 + 0.10 + 0.05 = 0.25$

4. $\frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{75}{100}$



$0.25 + 0.25 + 0.25 = 0.75$

5. $\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \frac{5}{10} = \frac{1}{2}$



$0.1 + 0.1 + 0.1 + 0.1 + 0.1 = 0.5$
 $0.10 + 0.10 + 0.10 + 0.10 + 0.10 = 0.50$

► Halves and Fourths

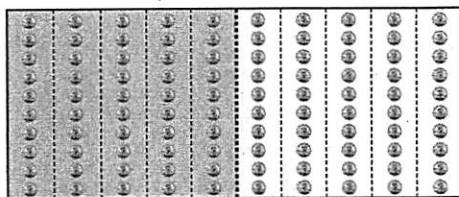
Equal shares of 1 whole can be written as a fraction or as a decimal. Each whole dollar below is equal to 100 pennies. Discuss the patterns you see.



6.

 $\frac{1}{2}$ 1 of 2 equal parts

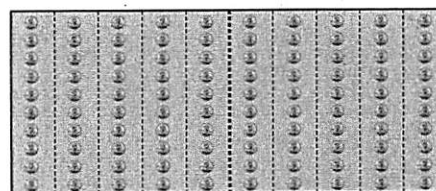
2 equal parts



$$0.5 = \frac{5}{10}$$

$$0.50 = \frac{50}{100}$$

7.

 $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ 2 of 2 equal = 1 whole


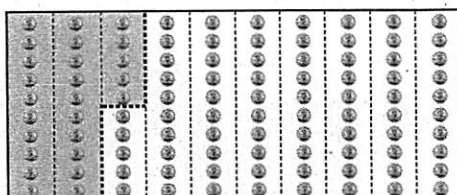
$$0.5 + 0.5 = 1.00 = \frac{5}{10} + \frac{5}{10} = \frac{10}{10}$$

$$0.50 + 0.50 = 1.00 = \frac{50}{100} + \frac{50}{100} = \frac{100}{100}$$

8.

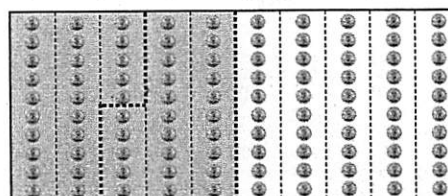
 $\frac{1}{4}$ 1 of 4 equal parts

4 equal parts



$$0.25 = \frac{25}{100}$$

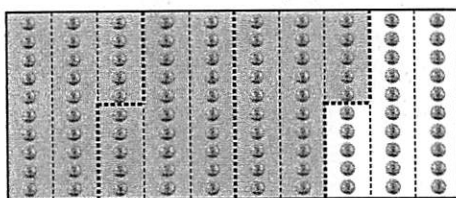
9.

 $\frac{1}{4} + \frac{1}{4} = \frac{2}{4}$ 2 of 4 equal parts


$$0.25 + 0.25 = 0.50$$

$$\frac{25}{100} + \frac{25}{100} = \frac{50}{100}$$

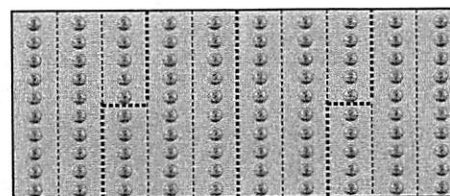
10.

 $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ 3 of 4 equal parts


$$0.25 + 0.25 + 0.25 = 0.75$$

$$\frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{75}{100}$$

11.

 $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$ 4 of 4 equal = 1 whole


$$0.25 + 0.25 + 0.25 + 0.25 = 1.00$$

$$\frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{100}{100}$$

► Numbers Greater Than 1

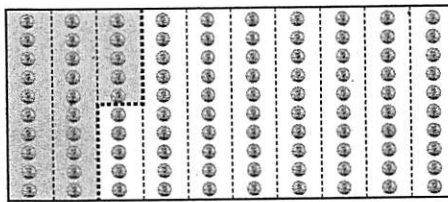
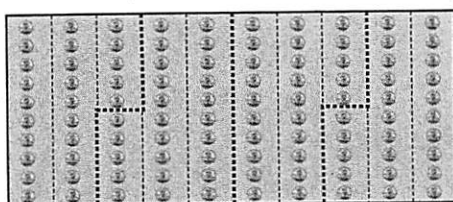
Numbers greater than 1 can be written as fractions, decimals, or mixed numbers.

A mixed number is a number that is represented by a whole number and a fraction.



Discuss the patterns you see in the equivalent fractions, decimals, and mixed numbers shown below.

12. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{5}{4}$ 5 of 4 equal parts = $1\frac{1}{4}$

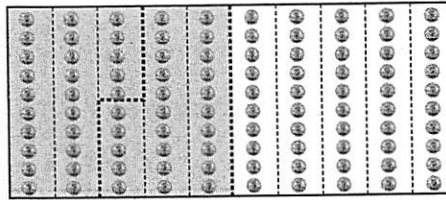
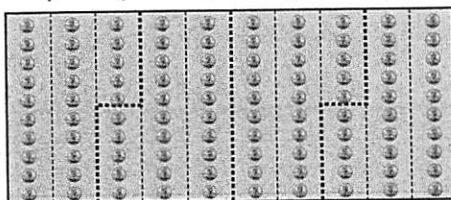


$$\frac{4}{4} + \frac{1}{4}$$

$$0.25 + 0.25 + 0.25 + 0.25 + 0.25 = 1.25$$

$$\frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{125}{100} = 1\frac{25}{100}$$

13. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{6}{4}$ 6 of 4 equal parts = $1\frac{2}{4}$

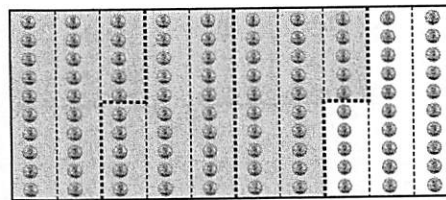
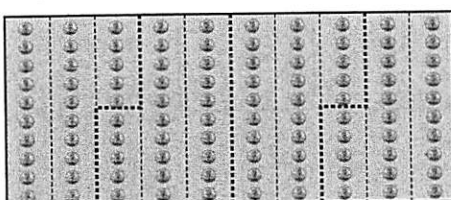


$$\frac{4}{4} + \frac{2}{4}$$

$$0.25 + 0.25 + 0.25 + 0.25 + 0.25 + 0.25 = 1.50$$

$$\frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{150}{100} = \frac{100}{100} + \frac{50}{100} = 1 + \frac{50}{100} = 1\frac{50}{100}$$

14. $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{7}{4}$ 7 of 4 equal parts = $1\frac{3}{4}$



$$\frac{4}{4} + \frac{3}{4}$$

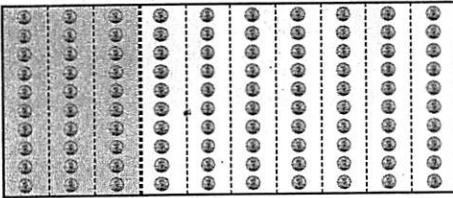
$$0.25 + 0.25 + 0.25 + 0.25 + 0.25 + 0.25 + 0.25 = 1.75$$

$$\frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} + \frac{25}{100} = \frac{175}{100} = \frac{100}{100} + \frac{75}{100} = 1 + \frac{75}{100} = 1\frac{75}{100}$$

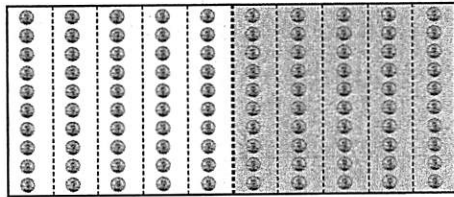
► Model Equivalent Fractions and Decimals

Write a fraction and a decimal to represent the shaded part of each whole.

15.

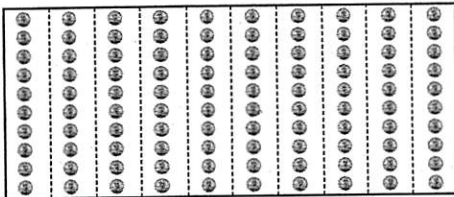


16.



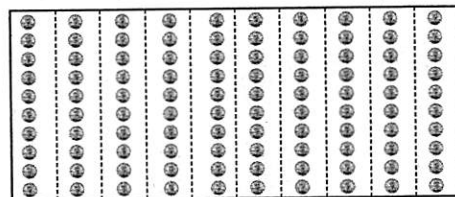
Divide each whole and use shading to show the given fraction or decimal.

17.



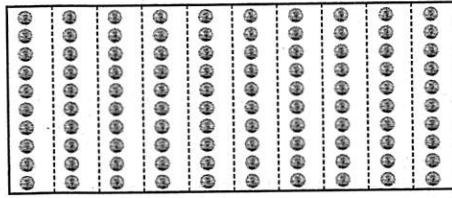
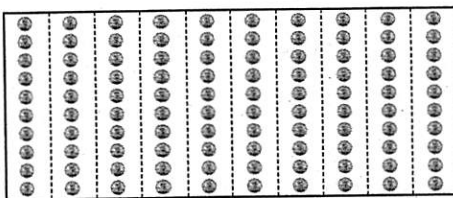
0.75

18.

 $\frac{9}{10}$

Shade these grids to show that $\frac{3}{2} = 1\frac{1}{2}$.

19.

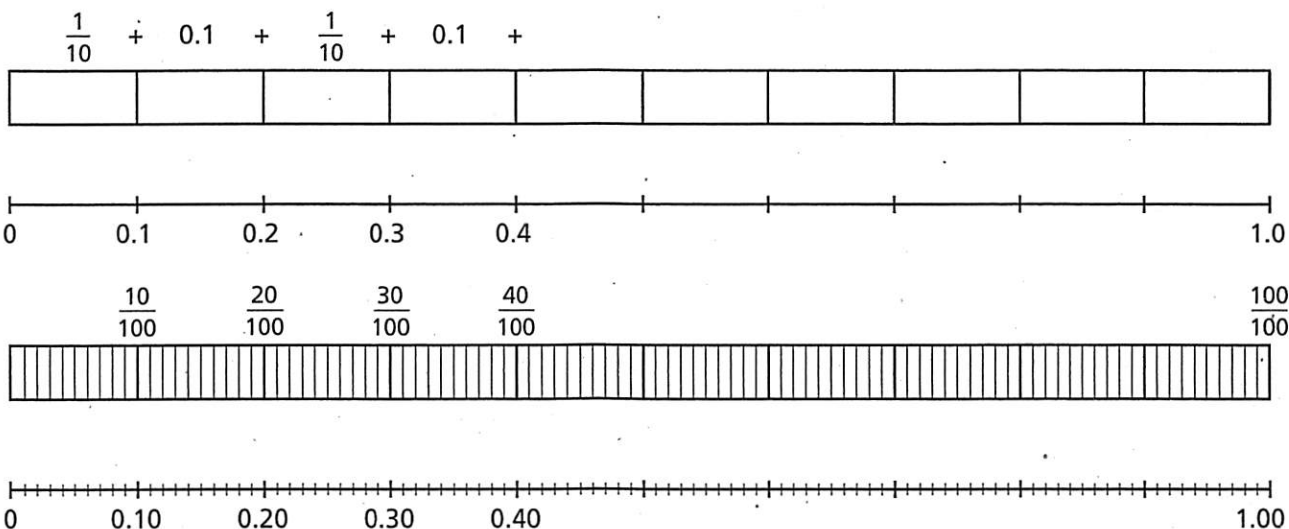


VOCABULARY

tenths
hundredths
decimal number

► Understand Tenths and Hundredths

Answer the questions about the bars and number lines below.



- The bars show **tenths** and **hundredths**. Finish labeling the bars and number lines using fractions and **decimal numbers**.
- Use what you know about fractions and about money (a dime = one tenth of a dollar and a penny = one hundredth of a dollar) to explain why 3 tenths is the same as 30 hundredths.

- Tenths are greater than hundredths even though 10 is less than 100. Explain why this is true.

► Practice Writing Decimal Numbers

Write these numbers in decimal form.

4. 8 tenths _____

5. 6 hundredths _____

6. 35 hundredths _____

7. $\frac{92}{100}$ _____

8. $\frac{2}{10}$ _____

9. $\frac{9}{100}$ _____

Answer the questions below.

In the little town of Silver there are 100 people. Four are left-handed.

10. What decimal number shows the fraction of the people who are left-handed?

11. What decimal number shows the fraction of the people who are right-handed?

There are 10 children playing volleyball, and 6 of them are boys.

12. What decimal number shows the fraction of the players that are boys?

13. What decimal number shows the fraction of the players that are girls?

Complete the table.

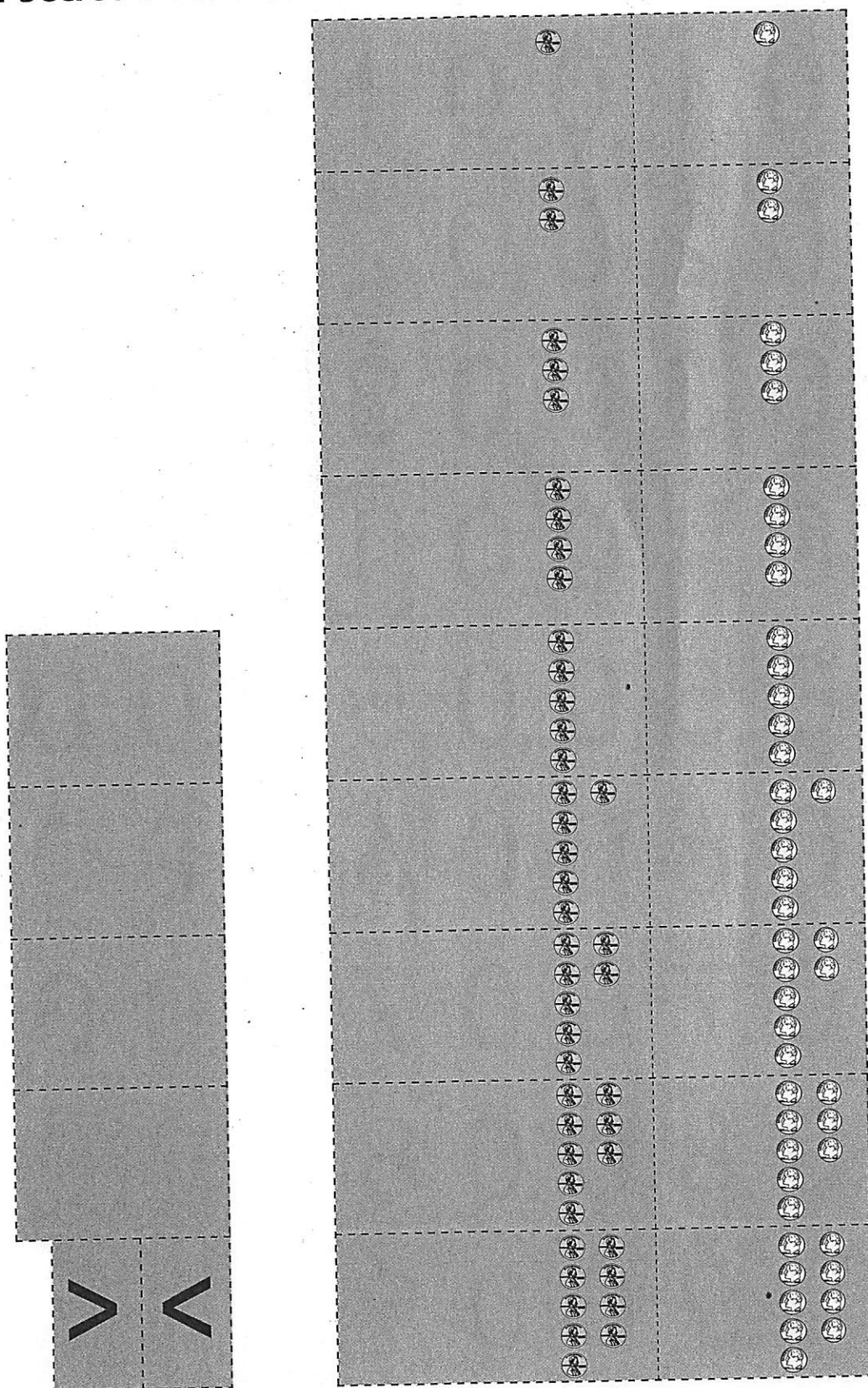
	Name of Coin	Fraction of a Dollar	Decimal Part of a Dollar
14.	Penny	$\frac{\quad}{100}$	
15.	Nickel	$\frac{\quad}{100} =$	
16.	Dime	$\frac{\quad}{100} =$	
17.	Quarter	$\frac{\quad}{100} =$	

► Decimal Secret Code Cards

0.1 ^{0.1}	0.0 ^{0.01}	1
0.2 ^{0.2}	0.0 ^{0.02}	2
0.3 ^{0.3}	0.0 ^{0.03}	3
0.4 ^{0.4}	0.0 ^{0.04}	4
0.5 ^{0.5}	0.0 ^{0.05}	5
0.6 ^{0.6}	0.0 ^{0.06}	6
0.7 ^{0.7}	0.0 ^{0.07}	7
0.8 ^{0.8}	0.0 ^{0.08}	8
0.9 ^{0.9}	0.0 ^{0.09}	9

.0	0
.0	0
.0	0
.0	0
>	<

► Decimal Secret Code Cards



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► Write Decimal Numbers

In the situations below, each person is traveling the same distance. Write a decimal number to represent the distance each person has traveled.

1. Aki has traveled 3 tenths of the distance, and Steven has traveled 5 tenths of the distance.

Aki _____ Steven _____

2. Jose has traveled 25 hundredths of the distance, and Lakisha has traveled 18 hundredths of the distance.

Jose _____ Lakisha _____

3. Yasir has traveled 7 tenths of the distance, and Danielle has traveled 59 hundredths of the distance.

Yasir _____ Danielle _____

4. Lea has traveled 8 hundredths of the distance, and Kwang-Sun has traveled 6 tenths of the distance.

Lea _____ Kwang-Sun _____

► Practice Comparing

Write $>$, $<$, or $=$ to compare these numbers.

5. $0.4 \bigcirc 0.04$

6. $0.30 \bigcirc 0.3$

7. $0.7 \bigcirc 0.24$

8. $0.1 \bigcirc 0.8$

9. $0.61 \bigcirc 0.8$

10. $0.54 \bigcirc 0.2$

11. $0.11 \bigcirc 0.15$

12. $0.02 \bigcirc 0.2$

13. $0.5 \bigcirc 0.50$

14. $0.77 \bigcirc 0.3$

15. $0.06 \bigcirc 0.6$

16. $0.9 \bigcirc 0.35$

17. $0.4 \bigcirc 0.7$

18. $0.1 \bigcirc 0.10$

19. $0.5 \bigcirc 0.81$

20. $0.41 \bigcirc 0.39$

21. $0.9 \bigcirc 0.09$

22. $0.48 \bigcirc 0.6$

23. $0.53 \bigcirc 0.4$

24. $0.70 \bigcirc 0.7$



► Word Problems With Decimal Numbers

Solve.

The Cruz family is enjoying a 10-day vacation. So far, they have been vacationing for one week.

25. What decimal number represents the part of their vacation that is past? _____

26. What decimal number represents the part of their vacation that remains? _____

Jeremy spent 3 quarters and 1 nickel at the school bookstore.

27. What decimal part of a dollar did he spend?

28. What decimal part of a dollar did he not spend?

Dana is planning to run 1 tenth of a mile every day for 8 days.

29. What is the total distance she will run in 8 days? _____

30. If Dana runs 1 tenth of a mile each day for two more days, what will be the total distance she runs over the 10 days? _____

► Practice Writing Decimal Numbers

Write the word name of each number.

31. 0.1 _____

32. 0.73 _____

33. 0.09 _____

34. 0.5 _____

Write a decimal number for each word name.

35. fourteen hundredths _____

36. two tenths _____

37. eight tenths _____

38. six hundredths _____

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 students' 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).

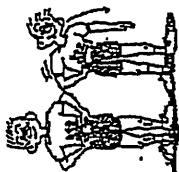
Standard 5: Students demonstrate and utilize *knowledge of psychological and sociological concepts*, principles, and strategies that apply to the learning and performance of physical activity(sportsmanship).

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.

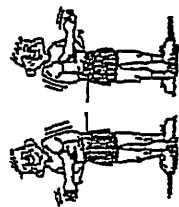
Component	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh/Eighth
Physical Fitness A. Endurance B. Strength	Jog/walks for 3 minutes Climbs/hangs on apparatus for 5-10 seconds	Jog-walks for 4 minutes Supports weight on overhead bar 10 seconds Sidesteps to the right and left	Jog-walks for 5 minutes Crosses horizontal ladder Performs 8 knee bent sit-ups in 30 seconds	Jog-walks for 6 minutes Crosses horizontal ladder alternate arms Performs 16 knee bent sit-ups in 60 seconds Jumps 40" in standing long jump	Completes 9-110 yd. laps during 6 min. jog-walk 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	Completes 10-110 yd. laps during 6 min. jog-walk 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	Completes 11-110 yd. laps during 6 min. jog-walk 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	Completes 6 min. jog Performs 32 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys
	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 overhead 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 out-of-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 quarrelling 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



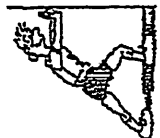
Side Bend



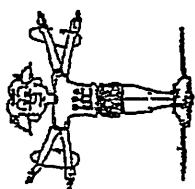
Trunk Twist



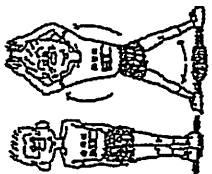
Knee Lift



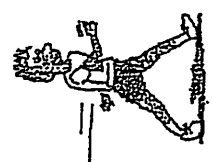
Calf Stretch



Arm Circles



Jumping Jacks



Brisk Walking

STRENGTH DEVELOPMENT ACTIVITIES



Crunch



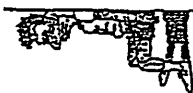
Curl-ups



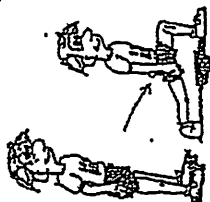
Sit-ups



Back Arch



Wall Sit



Lunges



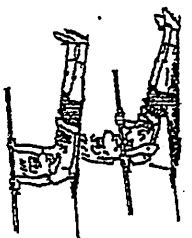
Single Leg Lift



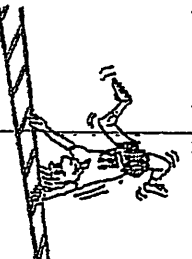
Arm Curls



Military Press



Modified Pull-ups



Horizontal Ladder Activities



Push-ups



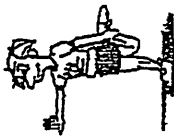
Climbing Activities

AEROBIC ACTIVITIES

COOL-DOWN ACTIVITIES



Calf Stretch



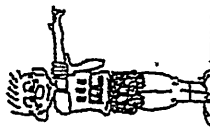
Thigh Stretch



Sitting Toe Touch



Knee Hug



Arm/Shoulder Stretch



Arm/Side Stretch

Basketball

Soccer

Rope Jumping

Brisk Walking

Swimming

Cycling

Jogging

Physical Education
Activity 4 - Create a Line Dance

Materials needed: Music with an upbeat tempo, Create-A-Dance Instruction Sheet, and Create-A-Line-Dance Cards.

Descriptions (try this)

1. Grapevine: Step right (with right foot). Step left foot to the right, crossing in front of right foot. Step right. Tap left against right.

Directions

You will be creating your own line dance. It must have a minimum of four (4) parts, and each part goes to the count of four (4). You may use the Create-A-Line dance cards, or you may make up your own step sequences. If you use your own, you must make up a card for your step sequence and turn it in to the teacher.

Activity Sheet

Use the Create-A-Line-Dance activity sheet to plan your dance. Be sure to write your name, get a parent signature on the sheet, and include new cards you have made up.

Dance Cards

Grapevine right and touch left toe on count four.



Walk forward, right foot, left foot, right foot, on count four hop on right.



Walk backward - left foot, right foot, left foot, stomp with right on count four.



Right toe touch to the side and together, 2 times.



Left toe touch to the side and together, 2 times.



Right heel touch forward 2 times, right heel touch backward 2 times.



Touch right foot toe - front, side, back, side. (right toe diamond)



Walk backward - right foot, left foot, right foot left foot.





Activity 4

Create-A-Line-Dance



Student: _____ Parent: _____

Step #1 – Write the names of the people in your dance group.

- 1.
- 2.
- 3.
- 4.

Step #2 – Select four (4) “Create-A-Dance” cards or use some of the ones you have made. The step sequences are to the count of four (4). Write the four line parts you have chosen.

- 1.
- 2.
- 3.
- 4.

Step #3 – Practice your line dance.

Step #4 – Circle all the ones you feel are true:

1. My dance is fun.
2. I would like to teach it to my classmates.
3. I want to do this activity again.
4. I would like to do this activity with some classmates.

Physical Education Activity Log

Name: _____ Week of: _____ Parent Initials _____

	Activity (list the activities and the time spent doing them)
Mon	
Tues	
Wed	
Thur	
Fri	

*Rule of Thumb: 20 minutes a day for K-6, and 40 minutes a day grades 7 and 8

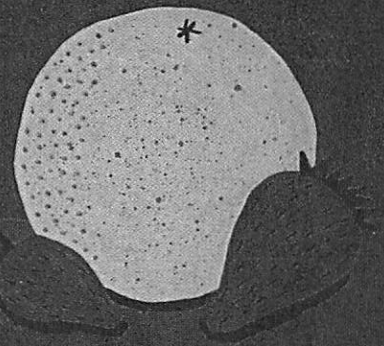
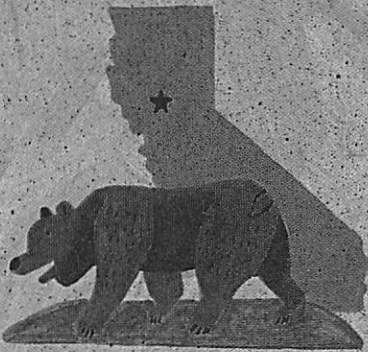
*Ed Code: 200 mins of PE every ten school days for grades 1-6, and 400 mins for grades 7-12

PE

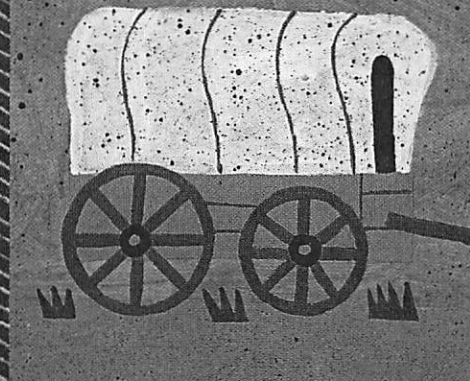
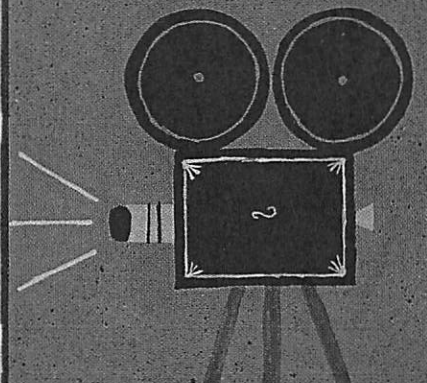
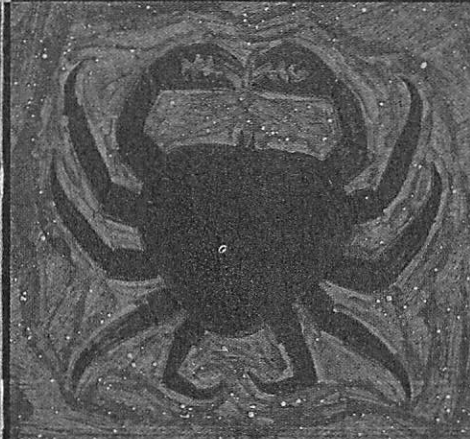
SCOTT FORESMAN

Colonial Williamsburg

Grade 4



HISTORY-SOCIAL SCIENCE FOR CALIFORNIA
OUR CALIFORNIA



Name: _____

Unit

5

Study Journal

In this unit you will learn about how the United States and California Constitutions shape our state and our nation. You will also see how different levels and branches of government affect your life every day. Complete the activities on these pages as you read the unit.

What I know about . . .

the United States and California governments:

What are the branches and levels of government?

Fill in the duties of the three branches of government in the boxes below.

Legislative

Executive

Judicial

Fill in the boxes below with the responsibilities of each level of government.

Federal

State

Local

Complete these sections as you read the unit.

Name one right that comes with citizenship in either California or the United States. Then name at least one duty of citizenship.

Right

Duty

In which type of local government would you most like to participate? Circle it below and then write two facts about it.

- City or town
- County
- School district
- Rancheria or reservation

1.

2.

List the important federal and state documents that were approved in the years shown below.

1776

1788

1791

1849

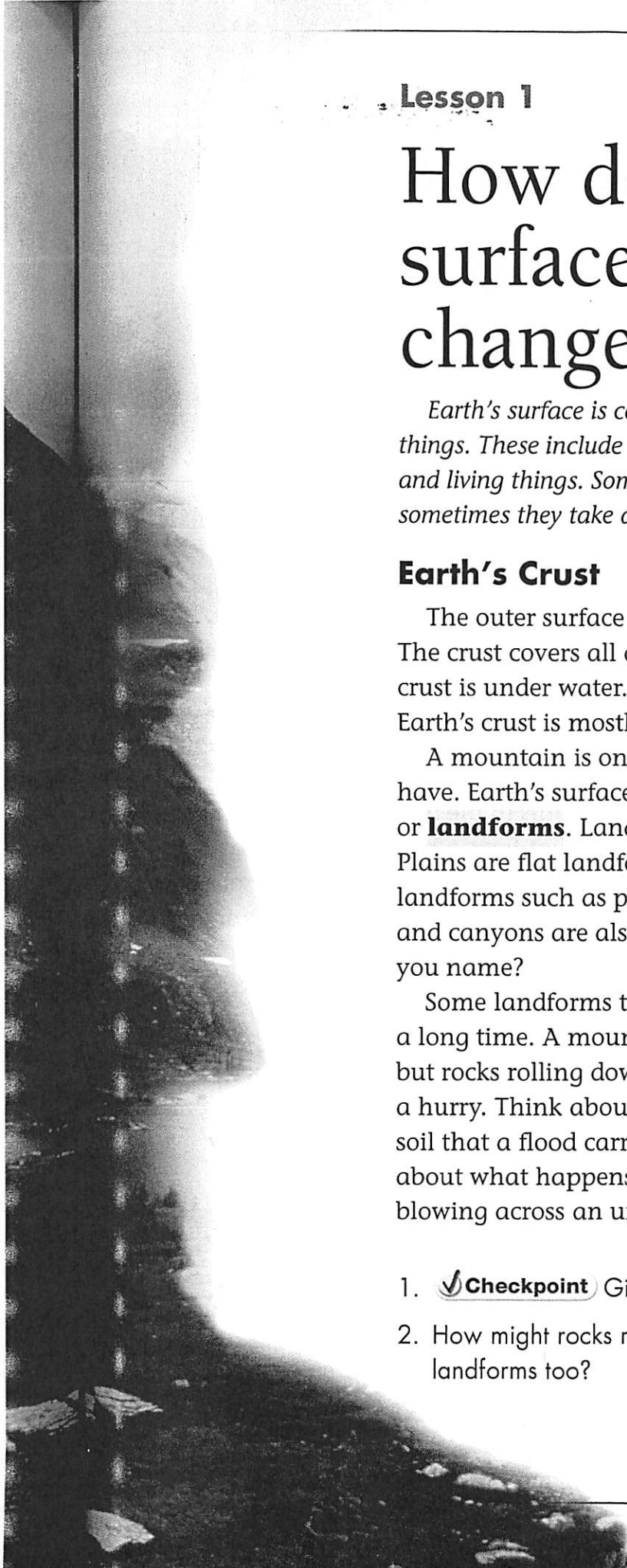
1879

I have learned . . .

Grade 4

Science

Scott Foresman



Lesson 1

How does Earth's surface slowly change?

Earth's surface is constantly changing. It is worn away by many things. These include water, ice, temperature changes, chemicals, and living things. Sometimes these forces work quickly, and sometimes they take a long time.

Earth's Crust

The outer surface of Earth is a layer of rock called the crust. The crust covers all of Earth. In places such as the oceans, the crust is under water. It is mostly basalt. Under the continents, Earth's crust is mostly granite.

A mountain is one of many shapes that Earth's crust can have. Earth's surface also has many other natural features, or **landforms**. Landforms can be different sizes and shapes. Plains are flat landforms on low ground. Along coasts, landforms such as peninsulas extend into the water. Valleys and canyons are also landforms. What other landforms can you name?

Some landforms take shape quickly, but others form over a long time. A mountain may take millions of years to form, but rocks rolling down its side can change the mountain in a hurry. Think about what happens to the large amounts of soil that a flood carries from one place to another. Or think about what happens to the dust that you may have seen blowing across an unplanted area on a windy day.

1.  **Checkpoint** Give two examples of changes to landforms.
2. How might rocks rolling down a mountain change other landforms too?

Weathering

Landforms change constantly. Some changes happen very slowly, so they are not easy to see. Before landforms can change, the rocks that form them must first break apart. **Weathering** is the process that breaks rocks in Earth's crust into smaller pieces. Water, ice, temperature changes, chemicals, and living things cause weathering.

Changes caused by weathering can be fast or very slow. Some changes take place in seconds. Sometimes you may notice changes after a few days or weeks. Other changes may take centuries. The two types of weathering are chemical weathering and physical weathering. You will read about physical weathering in Lesson 2.

Chemical Weathering

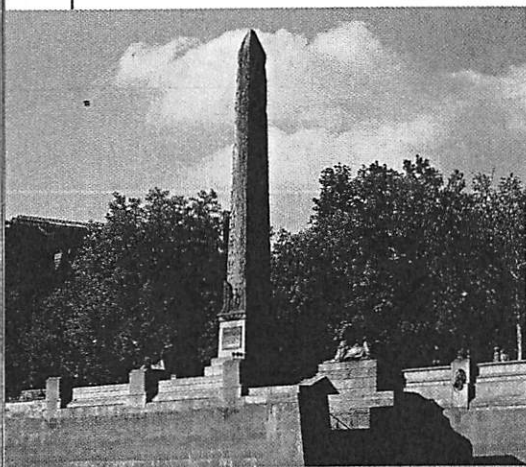
During chemical weathering, chemicals cause rocks to change into different materials and break down. Oxygen, carbon dioxide, and water mix with other materials in the air near Earth's surface. The substances that form when these materials mix can break into smaller pieces. For example, rainwater mixes with carbon dioxide in the air. It forms a weak acid. When the rain falls, the acid in it combines with the rock material on Earth's surface to form a new substance. The rock is slowly broken down. Pollution in the air can cause even more acid in the rain.

Acid rain weathers rock material on Earth's surface. It also changes rock used for buildings and monuments. You can see an example of how acid rain affects rock by looking at the pictures of Cleopatra's Needle.

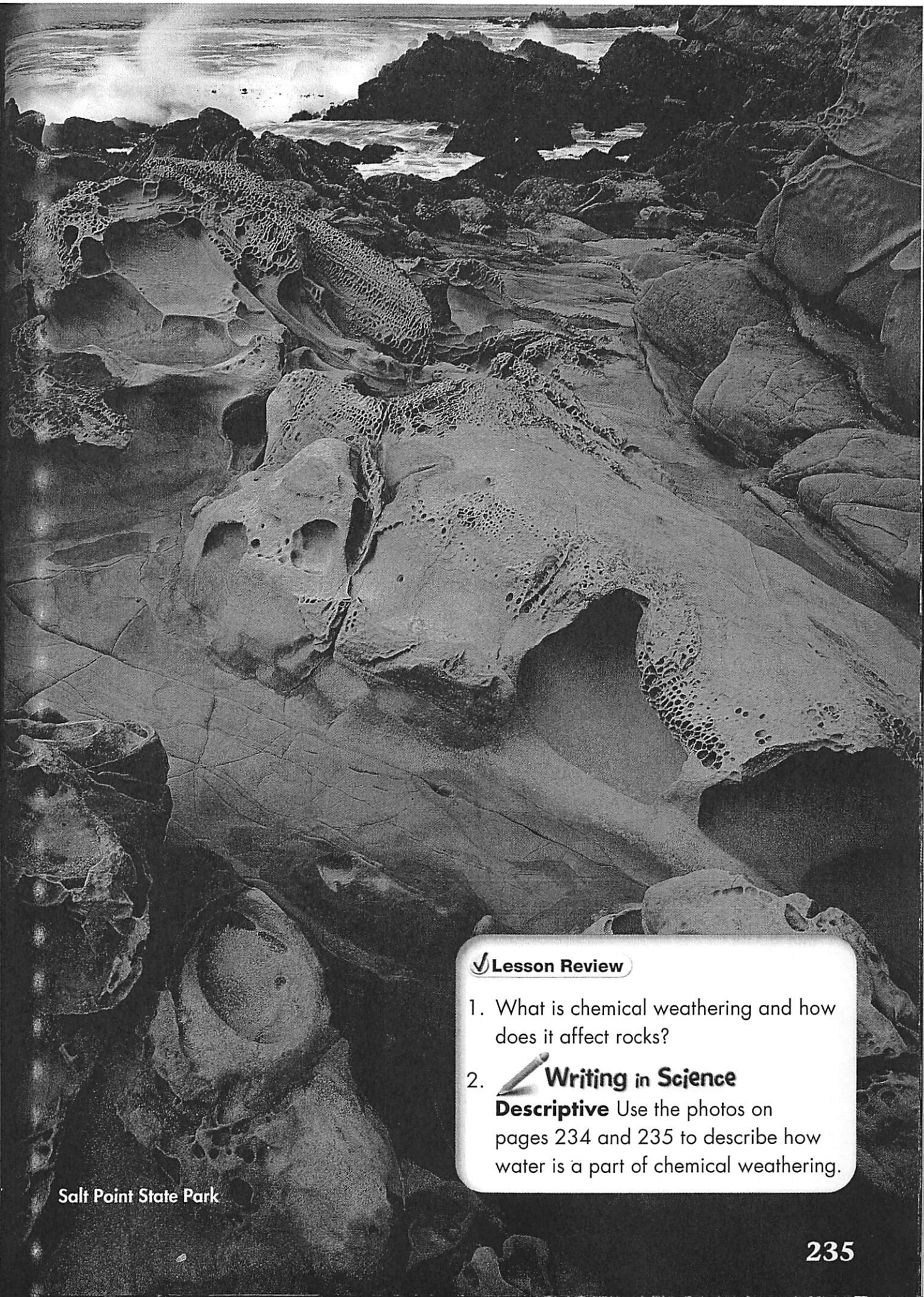
Water and warm temperatures are important for chemical weathering. Areas that get a lot of rain have more chemical weathering than deserts have. Warm areas also have more chemical weathering than cold areas have.



Cleopatra's Needle had been slowly weathering in the Egyptian desert for about 3500 years.



In the late 1800s, the monument was moved to London, England. For about 125 years, acid rain in this cooler, wetter place has worn away the stone. Now you can barely see the writing.



Salt Point State Park

✓ Lesson Review

1. What is chemical weathering and how does it affect rocks?

2. Writing in Science

Descriptive Use the photos on pages 234 and 235 to describe how water is a part of chemical weathering.

Name _____

Use with pages 233–235.

How does Earth's surface slowly change?

Read the lesson.

Name five landforms.

1. _____
2. _____
3. _____
4. _____
5. _____

Name five causes of weathering.

1. _____
2. _____
3. _____
4. _____
5. _____

Name the two types of weathering.

1. _____
2. _____

Tell what happened to Cleopatra's Needle.



Notes for Home: Your child listed information about landforms and weathering. With your child, look for evidence of weathering in your community. Jagged cracks in sidewalks or pitted statues are examples.