



Monday
LESSONS
Grade 4
March 30th – April 3rd, 2020

Week Two Subject Goals and Instructions

Monday

- **English Language Arts**

- Learning Activity:

- Literature: Continue reading *The Voyage of the Dawn Treader*. (Printing Optional)
- Composition/Grammar: Review the different parts of speech studied in class. (Printing Optional)

- Instructions:

- Literature: Read and annotate the first half of chapter 3 from *The Voyage of the Dawn Treader*. Annotating Guide may be found in the Lessons folder. Vocabulary Sheet may be found in Parent Resources and Keys.
- Composition/Grammar: Complete the day 1 grammar review that reviews nouns, pronouns, verbs, adjectives, and adverbs. These may be completed on the worksheet or on a lined piece of paper. (Answer Key may be found in Parent Resources and Keys)

- **Mathematics**

- Activity One - Day 1 Do Now (Printing Optional)

- Complete all the problems. You may print the worksheet out and solve or use a separate sheet of notebook paper to solve. If you use a separate sheet of notebook paper, write the title of the assignment at the top and don't forget your name/section. Rewrite the problem before solving and remember to answer word problems in complete sentences. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil. (Answer Key may be found in Parent Resources and Keys)

- Activity Two - Math Sprints 4 - adding fractions (Printing Optional)

- Complete all problems. You may print the worksheet out and solve or use a separate sheet of notebook paper to solve. If you use a separate sheet of notebook paper, write the title of the assignment at the top and don't forget your name/section. Number each problem (1., 2., 3., . . .) and write out each problem and remember to answer in **simplest form**. The answer key is provided in order for parents to check the accuracy of the answers. Make any needed corrections with a red pencil. (Answer Key may be found in Parent Resources and Keys)

- Math game - Area & Perimeter Puzzle Matching game (ideal for 2 players) (Printing Optional)

- **This game is provided for you to play throughout the week and is similar to playing a memory game.**

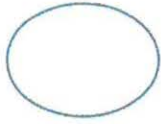
- In order to play this game, you will need to print out the puzzle pieces and cut them up.
- Once cut, place the word problem pieces in a stack and turn the remainder of the pieces over (blank side up) and separate them (you could arrange them in an array or randomly like a “pond”).
- Player 1 - Choose one word problem and solve. Turn 2 pieces from “pond” over. Check to see if either one match your answer. If they do, begin assembling your puzzle (each puzzle has 3 pieces). If they do not match, turn them back over and allow Player 2 to go.
- Player 2 - Choose one word problem and solve. Turn 2 pieces from “pond” over. Check to see if either one match your answer. If they do, begin assembling your puzzle. If they do not match, turn them back over and allow Player 1 to go.
- Player 1 - repeat by solving the next word problem. Now you have two problems to try to find the answer to from the “pond.” Turn over 2 pieces to see if you have a match. If there is a match, take the piece and assemble your puzzle. If there is not a match, return them to the pond and allow Player 2 to take a turn.
- Player 2 - repeat by solving the next word problem.
- Keep playing until all puzzles are assembled. The winner is the first player to assemble all of their puzzles.

History

- **Learning Activity:** Review chapter 2 The First Year from Friday (Lessons) and answer the comprehension questions. (Printing Optional) (Answer Key may be found in Parent Resources and Keys)
- **Instructions:** Answer the provided questions for chapter. 2. Answers may be written on the printed sheet or on a separate sheet of paper with numbered answers.
- **Art**
 - **Learning Activity:** Still life exercise – line and contour. (Lessons)
 - **Instructions:** Using the photograph of the still life, create a linear drawing of the three objects, closely detailing their positioning and scale.
- **P.E.**
 - **Learning Activity:** Activity Square
 - **Instructions:**
 - Create a 12 step square.
 - Move around the square using different movement skills.
 - Practice then use watch to time activity to find fastest time.repeat for five sets of five laps.
 - Sequence
 - First Lap - run then 5 jumping jacks
 - Second Lap - skip then 5 sit ups
 - Third Lap - hop one foot, switch feet on each side then - 3 push ups.
 - Forth Lap - jump feet together then 5 squat jumps
 - Fifth Lap - sprint full speed

*For use during at-home Spring 2020 instruction only

Annotating Guide



circle unknown words



underline key elements and details



star important information, details, and answers to questions



place a **question mark** next to questions you may have or things that make you wonder



number items or facts in a list



bracket important passages



write your comments and thoughts in the margin

Signposts

Contrasts and Contradictions

The character acts in a way that is contradictory or unexpected given how he or she normally acts.

Ask: *"Why is the character doing that?"*

Aha Moment

The character realizes or starts to realize something that changes his or her actions or thinking.

Ask: *"How might this change things?"*

Tough Questions

The character asks a tough question that reveals his or her concerns.

Ask: *"What does this question make me wonder about?"*

Words of the Wiser

An older character gives advice or an insight to the main character.

Ask: *"What's the life lesson and how might it affect the character?"*

Again and Again

The author keeps bringing up the same image, phrase or reference.

Ask: *"Why does this keep showing up again and again?"*

Memory Moment

The author interrupts the flow of the story by letting the character remember something.

Ask: *"Why might this memory be important?"*

Chapter 2

The First Year

Setting Precedents With the election of a congress and a president, the new government was ready to start. Washington and Congress wanted to proceed carefully because, as Washington said, "I walk on untrodden ground." He meant that no one had ever done anything like this before.

The Big Question

What steps did the First Congress take to help establish a more organized system of government?

Vocabulary

precedent, n. an example for future actions or decisions

Almost every action they took might set a **precedent**. That is, every action they took might set a pattern that would be followed in the future. Washington wanted to set the right precedents by closely following the Constitution in carrying out his duties as president and protecting the liberties of the people.

For example, members of Congress tied themselves into knots over the proper way to address the president. Vice President John Adams suggested that the president be called, "His Highness, the President of the United States of America and Protector of Their Liberties." Others said that sounded too much like the way a king is addressed.



As the first U.S. president, George Washington set the precedent, or example, for other presidents to follow.

Some thought "His Excellency" was the right way. In the end it was agreed to address Washington simply as "Mr. President." Today, the matter seems more amusing than important. But in 1789, it was taken very seriously.

Other precedents were more important. For example, the Constitution set up three branches of government: the **legislative**, **judicial**, and **executive** branches. The Constitution also said there will be "departments" in the executive branch of government to help the president. It does not say, though, what those departments will be. It also does not say how many of them there will be. It was up to Congress to fill in that empty space in the Constitution.

Congress decided to create three executive departments. One was the Department of State. That department was supposed to help the president in his dealings with foreign countries. Another department was the Department of War. That department was in charge of defending the country. A third department was the Department of the Treasury. That one was expected to collect **taxes**, pay bills, and take care of the government's money. The head of each department was called a *secretary*.

Creating these departments led to another precedent. The Constitution says the president may seek advice from his

Vocabulary

legislative, adj. having the power to make laws

judicial, adj. having the power to decide questions of law

executive, adj. having the power to carry out and enforce laws

tax, n. money that people are required to pay to support the workings of the government

department heads. At first, Washington just talked to each secretary separately about the work his department was doing. After a while, though, President Washington felt he needed advice on many other matters. He began having all the secretaries meet with him at the same time to get their advice. The department heads came to be called the president's *Cabinet*, which means a group of advisers. The first Cabinet also included an attorney general, who gave the president legal advice, and a postmaster general, who ran the post office. The meetings came to be known as *Cabinet meetings*.

The Constitution does not say anything about a Cabinet. Every president since Washington, though, has had one. Over the years,



Although it is not in the Constitution, every president has had a Cabinet to advise him. This was George Washington's Cabinet.

Congress has added departments to the executive branch, and the president's Cabinet has grown.

Another of those empty spaces in the Constitution had to do with the courts. The Constitution says that there will be a Supreme Court. It does not say how many judges should serve on it. It says that Congress can establish courts below the Supreme Court. It does not say what those courts should do or how many there should be. All of that was up to Congress.

Therefore, in that very first year under the new government, Congress passed a law filling in details about courts and judges. It said the Supreme Court should have six judges. Congress changed that number several times over the years. Sometimes it was seven, then eight, then nine, then ten, then eight again, and nine again! (It has been nine for more than 130 years, so it will probably stay that way. But that is not to say that it cannot change again. It is possible, as the court is not constitutionally bound to nine members.) The Supreme Court, of course, is the top court in the country. Congress, however, also created enough other courts so that people in every part of the country could use the court system.

A United States Tax

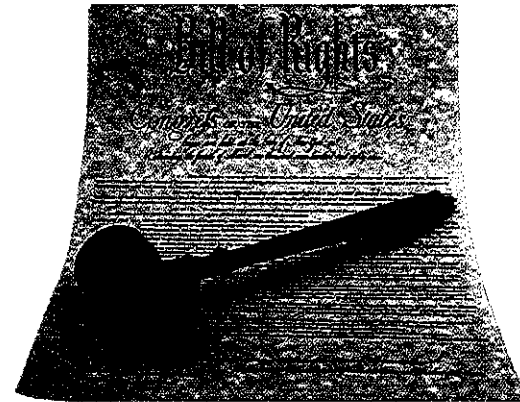
During that first year, Congress passed another important law regarding the government. In the old days, the central government did not have any money. The government also owed about \$79 million, including debt from the Revolutionary War. That was because the government did not have the power to tax. The new

Constitution changed that. In 1789, Congress placed a tax on more than eighty imported products—that is, products brought into the United States from other countries. It was not much of a tax, but it was enough. For the first time, the central government could start paying its bills.

The greatest success of the First Congress, however, was passing a **Bill of Rights**. James Madison was the author of these first ten amendments. He urged his fellow representatives to pass the Bill of Rights. They agreed, and the basic liberties of the people became the law of the land when the states ratified the Bill of Rights.

Vocabulary

Bill of Rights, n. the first ten amendments to the U.S. Constitution, which list specific rights that must be protected

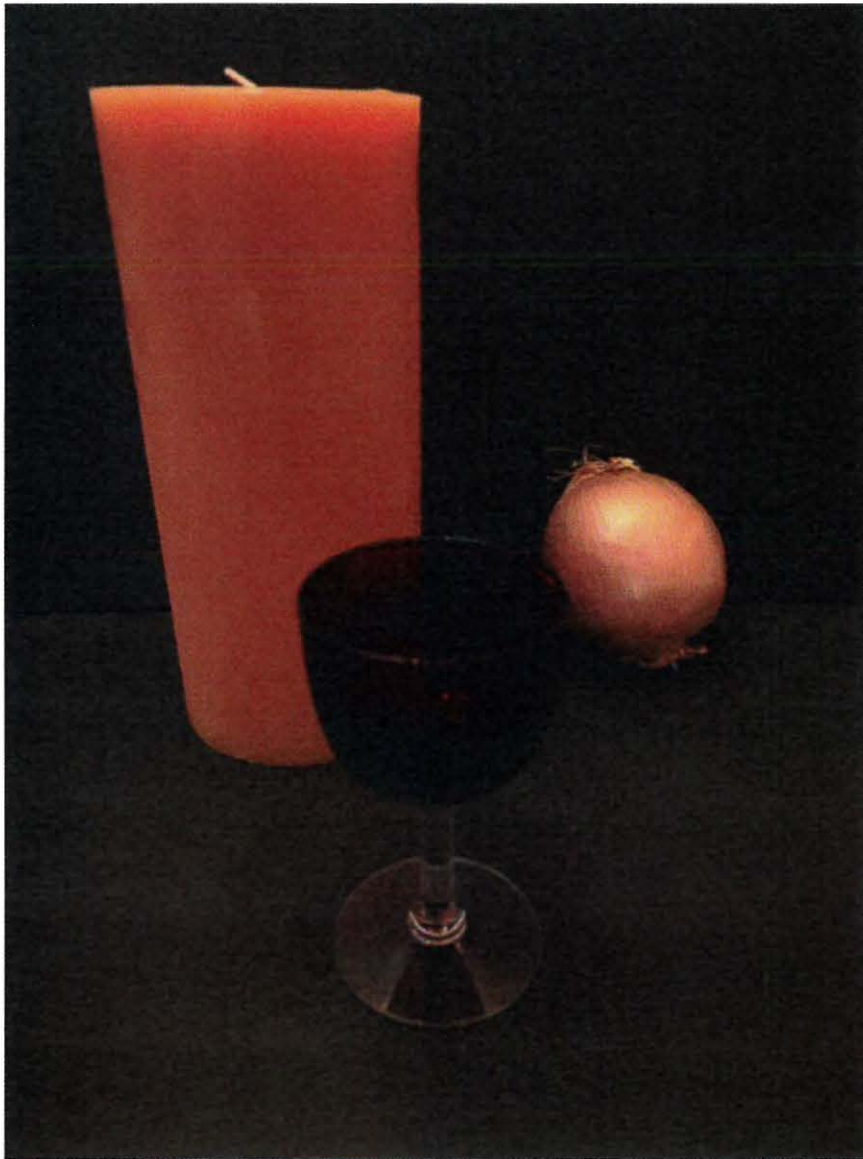


The First Congress added the Bill of Rights to the Constitution.

3.30.20 lesson

This week I am going to provide the image of a still-life, so we (3rd, 4th and 5th grades) will be looking at the same objects, lighting, positioning and composition. The first part of lesson will be observation.

1. How many cylinders are present?
2. Which object is in the middle ground?
3. Are these three objects shapes or forms?
 - a. How do you know that? Tell your pencil or another person.



I want you to draw the three objects just as they appear in the photo. I have provided a sample drawing for you below. **I only want you to spend 10 minutes on this observational drawing.** Please use a full sheet of paper (8.5x11") and fill the space with your drawing of the photographed still-life. Are you going to use light or dark lines? Is your paper in landscape or portrait orientation?

