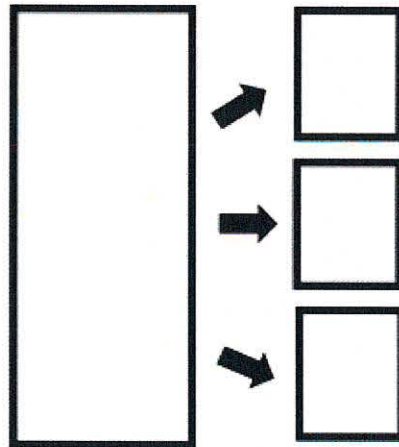


# CAUSE *and* EFFECT

The author lists one or more **causes or events** and the **results** that occur.

## Signal Words

- Caused by
- Result
- Outcome
- Impact
- So..
- In order to
- Brought about by
- Effects of
- Therefore
- Because of
- Influenced by
- Leads or leads to...



## For Example:

Hurricanes develop in tropical waters. They feed on moist, warm air. The air pressure is constantly changing. Warm, moist air will flow into an area with low pressure. The air rises and the moisture condenses and results into clouds. Then, more warm air is drawn over the surface of the ocean. The air continues to spiral upwards. As a result, clusters of thunderstorms form.

**Informational Text Structure, pt. 3**

Directions: Read the following informational texts and determine which organizational text structure is being used. Circle any key words from the texts that helped you figure it out.

Text One

**How to Make an Electromagnet**

An electromagnet is a temporary magnet that can be turned on and off. You can make an electromagnet to see how this works. First, coil a wire around an iron bar. Second, attach the ends of the wire to the poles of a battery. An electric current will begin to flow through the wire. The electric current has now made the iron bar a magnet! You can turn your electromagnet off by disconnecting the wire from the battery and stopping the flow of the electric current.

cause & effect    compare & contrast    description    problem & solution    sequence

Text Two

**Hemingway's Cats**

Animals inherit genes from their parents. In Key West, Florida, Ernest Hemingway's cats still live in his house long after his death. The famous writer left his house to his cats and their descendants. The cats and their offspring, or children, are known for having an extra toe. This trait is known as polydactylism. The cats have inherited this dominant gene from at least one parent. This causes the cats to have six, seven, or eight toes on their paws instead of only five.

cause & effect    compare & contrast    description    problem & solution    sequence

Text Three

**A Magnetic Field**

A magnetic field is the area around a magnet where the force of magnetism can be felt. The magnetic field is invisible, but you can observe how it affects objects. Some diagrams of a magnetic field show a pattern of lines form a pattern around the magnetic field where they bunch closer to the magnet's poles. The magnetic field is strongest near the poles or ends of the magnet.

cause & effect    compare & contrast    description    problem & solution    sequence

Thursday

Text Four

### Litter

One common type of pollution that people can help prevent is litter. Litter is garbage that people throw on the ground in public places. Many people leave trash on the ground inside public parks, sidewalks, and beaches. Litter is not pretty and smells bad. Litter is garbage and attracts rats, cockroaches, and flies. These organisms can often carry or cause diseases. Litter is not healthy. People can prevent and help this problem by remembering to pick up after themselves and throw trash away. Sometimes we even have to pick up after other people to protect our environment and conserve natural resources.

cause & effect    compare & contrast    description    problem & solution    sequence

Text Five

### Types of Rocks

There are three main types of rocks: **igneous**, **sedimentary**, and **metamorphic**. How can you tell the difference between each type? Igneous and metamorphic rocks can look similar. Some igneous rocks have small holes made by gas bubbles. Sedimentary rocks have flat layers and are usually softer than metamorphic or igneous. Sedimentary rocks are made of sediment cemented together and can sometimes contain fossils.

cause & effect    compare & contrast    description    problem & solution    sequence

# 4<sup>th</sup> Grade Math

## Thursday, March 26<sup>th</sup>

(refer to Monday's packet for Week 21 worksheet  
and Wednesday's packet for KenKen puzzle)

- Thursday
  - Warm-up activity
    - Week 21 worksheet- do **Day 4** (4 problems)
    - Use a separate sheet of notebook paper to solve and answer word problems in complete sentences and attach to Week 21 worksheet.
    - Answer key provided
  - Review activity - perimeter and area
    - Refer to **Friendly Notes**, p. 155-156
    - Do Exercise 1 - Area of rectangles, p. 159 - 160 (follow normal protocol for word problems)
    - Answer key provided
  - Math journal activity for Thursday, March 26th
    - Read instructions and complete, show all work
  - Math fact fluency
    - KenKen puzzle Day 4 - read instructions and complete
    - Answer key provided
  - Ask parents to use answer keys and go over work together, make corrections in red

Thurs.

Name: \_\_\_\_\_

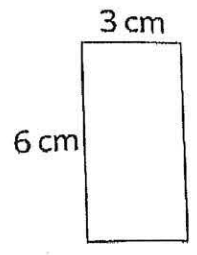
Class: \_\_\_\_\_

Date: Thu 3/2/24

### Exercise 1 : Area of Rectangles

1. Find the area and perimeter of each rectangle or square.

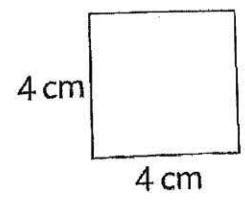
(a)



Area = \_\_\_\_\_

Perimeter = \_\_\_\_\_

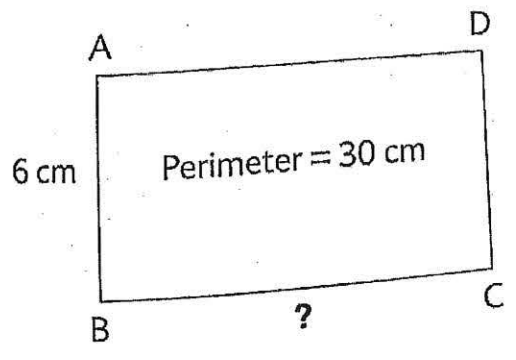
(b)



Area = \_\_\_\_\_

Perimeter = \_\_\_\_\_

2. Find the unknown side and the area of the rectangle.



Area = \_\_\_\_\_

BC = \_\_\_\_\_

3. Solve. Show all your work clearly.

- (a) Kyle uses 18 old stamps to make a picture.  
She lays them side by side.  
If each stamp measures 3 cm by 2 cm,  
find the area of the picture.

Expression

Sentence

Computation

- (b) A square playground measures 16 m by 16 m.  
What is the area of the playground?

Expression

Sentence

Computation

- (c) Cameron wants to carpet his living room floor,  
which measures 8 yd by 4 yd.  
If the carpet costs \$15 per square yard,  
how much must Cameron pay to buy the carpet  
he needs?

Expression

Sentence

Computation

Thursday, March 26<sup>th</sup>.

Journal Activity: Would you Reason...

Have 3 pencils that are 9cm each  
OR  
5 pencils that are 6cm each?

Whichever option you choose, justify  
reasoning with mathematics.

Solve:

Reasoning:

Art Day 2 Student Materials

Hello again 4<sup>th</sup> grade artists! For the second day, I want to go over texture with you. We have seen several examples of texture in the works and objects we have studied and drawn. Today I want you to create samples of texture **using a pencil only**. Close your eyes and think about different textures in your room, in your house, outside of your house, and even on your house. We use our sense of touch and sight to collect information about texture. Set your watch or kitchen timer for 20 minutes and create a collection of 12 different textures.

Possible textures around you:

*soft, smooth, slick, wet, rocky, gritty, rough, papery, silky, bumpy, hairy*

Fill in the entire square with a pattern. Texture (design elements) should be small, detailed, and complex enough to create a texture feel (sample on next page).


Art Day 2 Student Materials

