

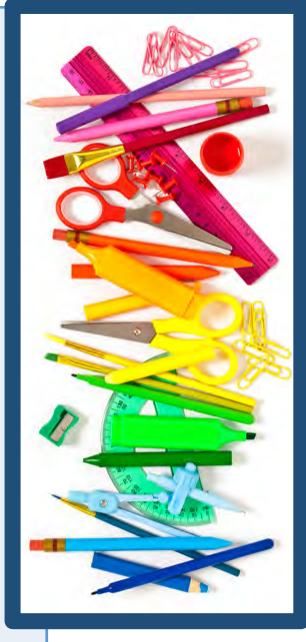
4th GRADE Week 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "The Formula 1: The Fastest Sport in the World." Answer, 1 – 3 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> - Independently Read, "The F1 Race," "The F1 Racecar," and "The Race Day Team." Answer, questions 4-5. -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Team McLaren," "Team Ferrari" and "We All Benefit From F1." Answer, 6-7 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> - Answer 8: Write a summary of the article. -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete Discussion Questions -Complete learning pathway through Imagine Learning Literacy
8:30	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal
9:00	<p>Reading</p> <ul style="list-style-type: none"> -Read, I Survived the Attack of the Grizzlies, 1967. chapter 14. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Watch the youtube video, I Survived the Attack of the Grizzlies, 1967, chapter 15-16. Chapter 15: https://www.youtube.com/watch?v=tiXDBQhdRaM Chapter 16: https://www.youtube.com/watch?v=dAwSDEUMyKI -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, I Survived the Attack of the Grizzlies, 1967, chapter 17. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Watch the youtube video, I Survived the Attack of the Grizzlies, 1967. Chapters 18-19. Chapter 18: https://www.youtube.com/watch?v=U3Z2G6MqADI Chapter 19: https://www.youtube.com/watch?v=x8xWkbvYBpI -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, I Survived the Attack of the Grizzlies, 1967. Chapter 20. -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal</p> <p>Why is the situation at the chalet so dangerous? If you were the superintendent of Glacier Park what changes would you make and why?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>If this story took place in the year 2020, how would you inform the world about the dangerous dumping at the chalet?</p> <p>Describe Melody's horrific grizzly attack. What would you do if you were Melody?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>How did Mel escape from the grizzly bear, after falling out of the pine tree? Explain bear safety tips and what to do if you are attacked by a grizzly.</p>	<p>Writing</p> <p>-Writing Journal</p> <p>How did Mel's conversation with Aunt Cassie about the car accident help Mel?</p> <p>-Watch the youtube video: Fun Facts About Grizzly Bears https://www.youtube.com/watch?v=ieOctY156k&feature=youtu.be</p> <p>List the 7 facts about a grizzlies. Which fact is most interesting to you and why?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Complete the KWL chart from week 2 and week 3.</p> <p>Complete the "L" column. List things you learned after reading the story.</p> <p>What happened as a result of Aunt Cassie's article in the National Geographic?</p> <p>Complete the Story Sequence graphic organizer (see story sequence)</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Video: "Metric System: Units of Distance"</p> <p>Activity: Compare Metric Units of Length (20.2 Reteach)</p>	<p>Math</p> <p>Activity: Compare Metric Units of Length (20.2 More Practice/ Homework)</p>	<p>Math</p> <p>Activity: Compare Metric Units of Mass and Liquid Volume (20.3 Reteach)</p>	<p>Math</p> <p>Activity: Compare Metric Units of Mass and Liquid Volume (20.3 More Practice/Homework)</p>	<p>Math</p> <p>Activity: Solve Problems Using Measurements (20.4 Reteach)</p>
12:30	<p>Art</p> <p>Read about Jacob Lawrence</p>	<p>Music</p> <p>Read about Sister Rosetta Tharpe</p>	<p>Art</p> <p>Create art in the style of Jacob Lawrence</p>	<p>Music</p> <p>Listen & respond to music of Sister Rosetta Tharpe</p>	<p>Art</p> <p>Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, "A Three Prong Tree" and "Checks and Balances in Ohio"</p>	<p>Social Studies</p> <p>-Read, "Three Branches of Government;" (page 2 -3)</p>	<p>Social Studies</p> <p>-Read, "Impeachment" and "Veto Powers" (page 2)</p>	<p>Social Studies</p> <p>-Read, "Judicial Review" and "Comparing Executives"</p> <p>-Complete Activity: The Three-Headed Eagle</p>	<p>Social Studies</p> <p>- Complete Activities: Let's Write Think & Write</p>
2:00	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>
2:30	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none">• Literacy• Math• Science• Social Studies• Art• Music	<h3>Student Learning Kits</h3> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
---	--



Additional Student Supports:

Individual Supports	Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning:

Resource	Access Information
<p>Imagine Learning – Literacy Online learning for literacy – 30 minutes daily (may replace portion of Reading block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Imagine Learning – Math Online learning for math - 30 minutes daily (may replace Math block)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>BrainPop Junior Online video clips that can be used for learning in all subject areas.</p>	<p>https://jr.brainpop.com/</p>
<p>Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.</p>	<p>http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford</p>
<p>ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</p>	<p>Accessible through Clever (Found on CMSD website student page)</p>
<p>Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.</p>	<p>https://kids.secondandseven.com/</p>
<p>Khan Academy Digital Math Instruction Videos – Free login</p>	<p>https://www.khanacademy.org/</p>

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
<p>Go Noodle https://family.gonoodle.com/</p>	<p>Go for a Run or Walk (with an adult)</p>
<p>The OT Toolbox https://www.theottoolbox.com/best-brain-breaks-videos-on-youtube/</p>	<p>Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/</p>
<p>Mind Yeti https://www.mindyeti.com</p>	<p>Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/</p>
<p>Calm (app available also) https://www.calm.com/schools</p>	<p>Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/</p>



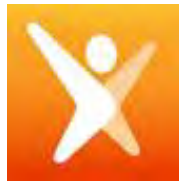


Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager



Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

Formula 1: The Fastest Sport in the World



■ **Before you read the passage:**

1. Quickly scan the text. What is the topic of this article?
 - how to build a Formula 1 car
 - how to become a Formula 1 driver
 - Formula 1 car racing
 - Formula 1 racing tracks
2. Have you ever watched car racing in person, on television, or in a video or movie? If you have, what was it like? If you haven't, do you think you would like to? Why or why not?

➡ **Read the passage and answer the questions.**

Formula 1: The Fastest Sport in the World

Written by Aaron Millar

Formula 1 (F1) cars are the most technologically advanced racing cars on the planet. They share some things in common with the cars you see on the road every day. But by the time one of those road cars has accelerated from 0 to 60 miles per hour (mph), an F1 car will already be approaching 200 mph. At that speed, the world is simply a blur.

The drivers who have the skill to pilot these 1,300-pound missiles are the best of the best—and so are the engineers, designers, and scientists who help build them. F1 is more than just a contest for the fastest drivers in the world; it's an ongoing quest to build the perfect racing machine.

3. What is the main idea of the section above?

- F1 drivers must be very skilled to drive racecars.
- F1 cars are built by engineers, designers, and scientists.
- F1 cars are similar to regular cars but go much faster.
- F1 is a competition for racecar drivers and builders.

The F1 Race

An F1 race is known as a Grand Prix. The Grand Prix season lasts from March to November. A race is held every two weeks during this time, with each race taking place in a different country around the world. Drivers win points and trophies for each race they win, and so do the constructor teams who design the winning cars.

A Grand Prix is roughly 200 miles and lasts about an hour and 40 minutes. That's an average speed of 120 mph around the circuit—faster than most road cars can go in a straight line. The first car to pass the checkered flag at the finish line wins!

The F1 Racecar

What makes a world-class racecar?

Bodywork: The carbon fiber shell of an F1 racecar is five times lighter than steel but four times stronger than titanium. The front is as narrow as possible to cut down on friction.

Engine: This is one of the most highly stressed pieces of equipment on the planet. Fuel explodes into the combustion chamber of an F1 engine 150 times every second. Temperatures reach a staggering 2,000°F. The noise is deafening.

Steering Wheel: At 200 mph, there's no time to search around for controls. All the car's instruments are on the steering wheel so the driver can constantly adjust the car's settings to maximize speed.

Tires: During the race, drivers pull into their team's pit lane, where crews work at lightning speed to change tires and fix any problems with the car. The type of tires used have a big impact on the speed of

the car. Teams must choose between two types of tires: fast, soft ones that wear out quickly, or hard, slower ones that are more durable.

Brakes: Being in one of the fastest machines on earth means you need to stop fast, too. An F1 car can brake from 124 mph to a full stop in just 2.9 seconds! Such incredible power generates a lot of heat. Luckily, the hightech disc brakes are made to withstand temperatures of more than 1,800°F.

4. Match each car part to its description. Write one word in each blank.

cockpit tires engine bodywork brakes

makes the running car extremely loud ⇔ _____ made of
carbon fiber that is light and strong ⇔ _____
where the driver sits and wears a safety harness ⇔
_____ can withstand heat and stop the car in
seconds ⇔ _____ options designed for speed or
durability ⇔ _____

The Race Day Team

It takes a lot of talent to get the car across the finish line. Let's take a look at some of the players on the race day team:

Driver: Imagine the scariest roller coaster you've ever been on. Remember the way your body felt pulled and pushed around every corner; now double that force. That's what every second in an F1 car feels like. Drivers train their minds as well as their bodies to be able to maintain concentration even under the harshest conditions

Race Engineer: Grand Prix races are like a game of chess—they require strategy to win. It's the race engineer's job to devise a game plan to make sure the car will go as fast as possible.

Pit Crew: Pit stops are some of the tensest moments of the race. In fact, races can be won and lost by the pit crew, so F1 teams plan and practice the stops down to the tiniest detail. The fastest pit stop on record took less than 2 seconds.

5. Read this paragraph from the article. Highlight the sentence that explains what racecar drivers do to be able to drive fast cars.

Driver: Imagine the scariest roller coaster you've ever been on. Remember the way your body felt pulled and pushed around every corner; now double that force. That's what every second in an F1 car feels like. Drivers train their minds as well as their bodies to be able to maintain concentration even under the harshest conditions.

Team McLaren

Team McLaren is one of the most important teams in F1 history. They've won roughly one in every four of their races and have built some of the best racing cars in the world.

The team was set up in 1963 by Bruce McLaren, who was a 26-year-old champion racecar driver from New Zealand. He grew up working at his parents' garage, so he was experienced in figuring out how cars worked. His dream was to set up Team McLaren not just to win races, but also to build better racecars.

Team Ferrari

Team Ferrari has competed in every world championship since the first Formula 1 season in 1950. Ferrari holds many Grand Prix records, including Most Wins (with wins totaling well over 200).

The founder of the team was an Italian man named Enzo Ferrari. When he was 10, his father took him to a race, and from that day Enzo dreamed of becoming a racing driver. When his own son was born, Enzo stopped driving and began to make racecars and lead racing teams. His team quickly became famous, winning many competitions. At one time, he had 50 drivers—the largest team ever gathered by one man.

6 Match each characteristic to the F1 racing team it describes.

Place a check mark (✓) in the correct column for each answer.

	Team McLaren	Team Ferrari
competed in every F1 championship		
holds the record for most wins		
set up by a champion racecar driver from New Zealand		
won roughly one in every four of their races		

We All Benefit from F1

F1 teams use advanced science and engineering to push the limits of what's possible, but the effects of that don't stop at the racetrack. Lessons learned from F1 designs are now being used in the making of planes, regular cars, and military vehicles. Formula 1 technology even protects workers in factories, helps doctors and patients in hospitals, improves computer software, and keeps food cold in supermarkets.

As new developments within the F1 world keep the sport growing and advancing, many other industries throughout the world grow and advance with it. So whether on the racetrack or off of it, the need for speed benefits us all!



Go back through this section, "We all benefit from F1," and highlight at least **four** examples that support the point that F1 developments affect other industries.

7. Which job in F1 racing would you want: racecar driver, race engineer, racecar engineer, member of the pit crew, designer, or scientist? In 2–3 sentences, explain what tasks you think the job would involve and why you would choose it.



Go back through the text and highlight at least **three** examples of evidence that supports the point, "Formula 1 cars are the most technologically advanced racing cars on the planet."

8. Write a summary of the article, using at least five sentences. In your summary, be sure to include the examples that you've highlighted to explain these two main points:
- F1 cars are the most technologically advanced racing cars on the planet.
 - F1 developments affect other industries and benefit us all.

□ Discussion Questions

Why do you think F1 racing is a popular sport? What makes F1 racing an exciting sport to watch?

How is teamwork important in F1 racing, and what influence does it have on an F1 car's ability to go faster than any other?

How are other industries affected by F1 research and technology? How are we all benefitting from these innovations?



I Survived the Attack of the Grizzlies, 1967
Story Sequence

Use the graphic organizer to sequence the important events that happened in the story. Use your text to help you!

Compare Metric Units of Length

You can use metric units to compare lengths.

$10 \text{ millimeters} = 1 \text{ centimeter}$

$1,000 \text{ meters} = 1 \text{ kilometer}$

$10 \text{ centimeters} = 1 \text{ decimeter}$

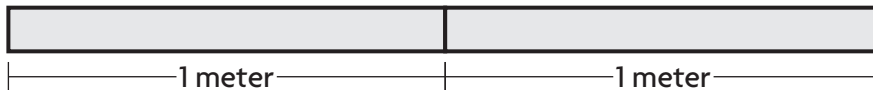
$1,000 \text{ millimeters} = 1 \text{ meter}$

$10 \text{ decimeters} = 1 \text{ meter}$

$100 \text{ centimeters} = 1 \text{ meter}$

Megan has a jump rope that is 2 meters long. Jenna's jump rope is 18 decimeters long. Whose jump rope is longer?

- A.** Draw two bars that each represent 1 meter.



- B.** Divide each meter into 10 decimeters.



- C.** Count the decimeters in 2 meters. There are 20 decimeters in 2 meters.

- D.** Compare the lengths of the jump ropes. Megan's jump rope is 20 decimeters. Jenna's is 18 decimeters. 20 is greater than 18.

$2 \text{ meters} > 18 \text{ decimeters}$

So, Megan has the longer jump rope.

Compare. Use $<$, $>$, or $=$.

1 200 decimeters 2 meters

2 5 millimeters 5 centimeters

3 65 centimeters 7 decimeters

4 350 centimeters 3 meters



Name _____

Compare Metric Units of Length

- 1** **Use Structure** John has 6 meters of wire. He needs at least 500 centimeters to finish a project. Will he have enough wire?

- Use a table to compare the lengths.

Meters	Centimeters
1	
2	
3	
4	
5	
6	

- John _____ have enough wire because _____
_____.

Complete.

- 2** 7 cm = _____ mm **3** 40 decimeters = _____ meters
4 1 kilometer = _____ meters **5** 32 m = _____ cm

- 6** **Construct Arguments** A plot of land is 7 kilometers long. Jacob says the land is 700 meters long. Is Jacob's statement correct? Describe how you know.

Compare. Use $<$, $>$, or $=$.

- 7** 2 decimeters 10 centimeters **8** 30 centimeters 3 decimeters
9 6 kilometers 5,000 meters **10** 8 meters 90 decimeters

Test Prep

11 Which is greater than 500 centimeters? Choose all that are correct.

- (A) 5 kilometers (C) 500 decimeters
(B) 6 meters (D) 500 millimeters

12 Complete the table and compare the measurements.

27 millimeters 3 centimeters

Centimeters	Millimeters
1	
2	
3	

13 Which measurement is equal to 5 decimeters? Choose all that are correct.

- (A) 5 centimeters (C) 500 millimeters
(B) 50 centimeters (D) 5,000 millimeters

14 Write the correct letter to match the equivalent lengths.

- _____ 9 meters **A** 90 centimeters
_____ 9 decimeters **B** 9 kilometers
_____ 9,000 meters **C** 900 centimeters

Spiral Review

15 Compare. Use $>$, $<$, or $=$.

2 feet 2 yards

3 inches 2 feet

6 pounds 12 ounces

16 Mike cuts a rope into 8 equal pieces, and each piece of rope is $5\frac{1}{2}$ feet long. How long was the original piece of rope?

Compare Metric Units of Mass and Liquid Volume

Use milligrams, grams, and kilograms to compare mass.

$$1,000 \text{ milligrams} = 1 \text{ gram} \qquad 1,000 \text{ grams} = 1 \text{ kilogram}$$

Use milliliters and liters to compare liquid volume.

$$1,000 \text{ milliliters} = 1 \text{ liter}$$

A paperclip has a mass of about 1 gram. Luke's laptop computer has a mass of about 3 kilograms. How many paperclips would equal the mass of the laptop?

A. Make a table to compare grams and kilograms.

Kilograms	Grams
1	1,000
2	2,000
3	3,000

B. Use the table. How many grams are in 3 kilograms?

3,000 grams

C. Compare the mass of the paperclips and the laptop.

It would take about 3,000 paperclips to equal the mass of the laptop.

- 1** A nickel has a mass of 5 grams. What is the mass of a nickel in milligrams? _____ milligrams
- 2** A bowling ball has a mass of 7 kilograms. What is the mass of a bowling ball in grams? _____ grams
- 3** A bucket holds 9 liters. How many milliliters of liquid does it hold? _____ milliliters

Compare. Use $>$, $<$, or $=$.

- 4** 8 liters 800 milliliters **5** 6 milligrams 6,000 grams



Compare Metric Units of Mass and Liquid Volume

1 **(MP) Attend to Precision** Bethany has two glasses of water. One glass has 400 milliliters of water. The other has 500 milliliters of water. She pours all the water into an empty pitcher that can hold 1 liter. Is the pitcher full? How do you know?

2 Grant uses 3 grams of ginger in a recipe. How many milligrams of ginger does he use?

Compare. Write $>$, $<$, or $=$.

3 2,900 mL ○ 3 L **4** 14 g ○ 1,400 mg **5** 7 kg ○ 7,000 g

Complete.

6

Liters	Milliliters
1	1,000
4	
9	

7

Grams	Milligrams
1	1,000
6	
11	

8

Kilograms	Grams
1	1,000
5	
17	

9 **(MP) Use Structure** Kelli has two pitchers of water. The blue pitcher holds 3 liters of water. The red pitcher holds 2,800 milliliters. Which pitcher has the greater liquid volume? How do you know?

Test Prep

- 10** Melinda's dog crate can hold a dog with a mass up to 12 kilograms. Which mass for a dog would the crate safely hold? Choose all that are correct.

- (A) 30,000 grams (D) 5,000 grams
(B) 11,000 grams (E) 12,500 grams
(C) 10,000 grams (F) 21,000 grams

- 11** Mahesh fills a walkway with 7 kilograms of pebbles. How many grams of pebbles does Mahesh use?

_____ grams

- 12** Compare. Select $>$, $<$, or $=$.

	$<$	$>$	$=$
3,000 mL ○ 2 L	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 kg ○ 5,200 g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9,000 mg ○ 9 g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 13** David puts 2 liters of water into a cooler that holds 10 liters. How many more milliliters can he add to the cooler until it is full?

_____ mL

Spiral Review

- 14** Use benchmarks to decide which customary unit you would use to measure the liquid volume of a swimming pool.

- 15** Janine records the following data about the growth of each plant: $\frac{1}{2}$ in., $\frac{3}{4}$ in., $\frac{1}{4}$ in., $\frac{1}{2}$ in., $\frac{3}{4}$ in.
Draw a line plot to show the data.

Solve Problems Using Measurements

You can use what you know about measurement to solve word problems.

Peyton buys 16 yards of ribbon for a craft project. If she uses 42 feet of the ribbon, how many feet of ribbon does she have left?

- A.** Multiply to find the total number of feet in 16 yards.

$$16 \text{ yards} \times 3 \text{ feet in each yard} = 48 \text{ feet}$$

So, Peyton buys 48 feet of ribbon.

- B.** Peyton uses 42 feet of the ribbon. Subtract 42 from the total amount to find how many feet of ribbon she has left.

$$48 - 42 = 6$$

Peyton has 6 feet of ribbon left.

Solve.

- 1** Kevin needs 28 ounces of birdseed to fill his bird feeder. He buys 2 pounds of birdseed. How many ounces of birdseed are left after he fills the feeder? Show your thinking.

- 2** Ella jumps three times. The first jump is 2 meters long. The second is 85 centimeters long. The third is 128 centimeters long. How many total centimeters does Ella jump? Explain.

- 3** Jacob pours 12 liters of water in a bucket to wash his mom's car. He also pours 675 milliliters of soap in the bucket. How much more water than soap does Jacob use? Show your thinking.



A Three-Prong Tree

Imagine a tree growing tall. Imagine three big branches that reach for the sun. These branches work together to keep the tree alive.

The U.S. government has branches that work together, too. These branches are the different groups of leaders who run the country. The Constitution explains that our government must be made up of three branches. These branches are the executive branch, legislative branch and judicial branch.

The executive branch enforces the laws of this country. The president of the United States is the head of the executive branch. He is also the commander in chief of the Army and the other military services. But he does not work alone. He has a vice president to help him.

The president also gets help from a group of people called a “cabinet.” These are people the president chooses to advise him. They help him make decisions. One is the attorney general. He or she helps the president enforce laws. The other cabinet members are called secretaries. The secretary of state helps the president discuss issues with other countries. Other secretaries advise the president about education, energy, business, transportation, food, farming and health. Some secretaries help protect our natural resources. Some look after workers, veterans and disabled people.

The legislative branch makes the country’s laws. It is also known as Congress. Congress is made up of the Senate and the House of Representatives. These are leaders who come from every state. They represent the people of those states. Like the president, members of Congress have to be elected by the people.

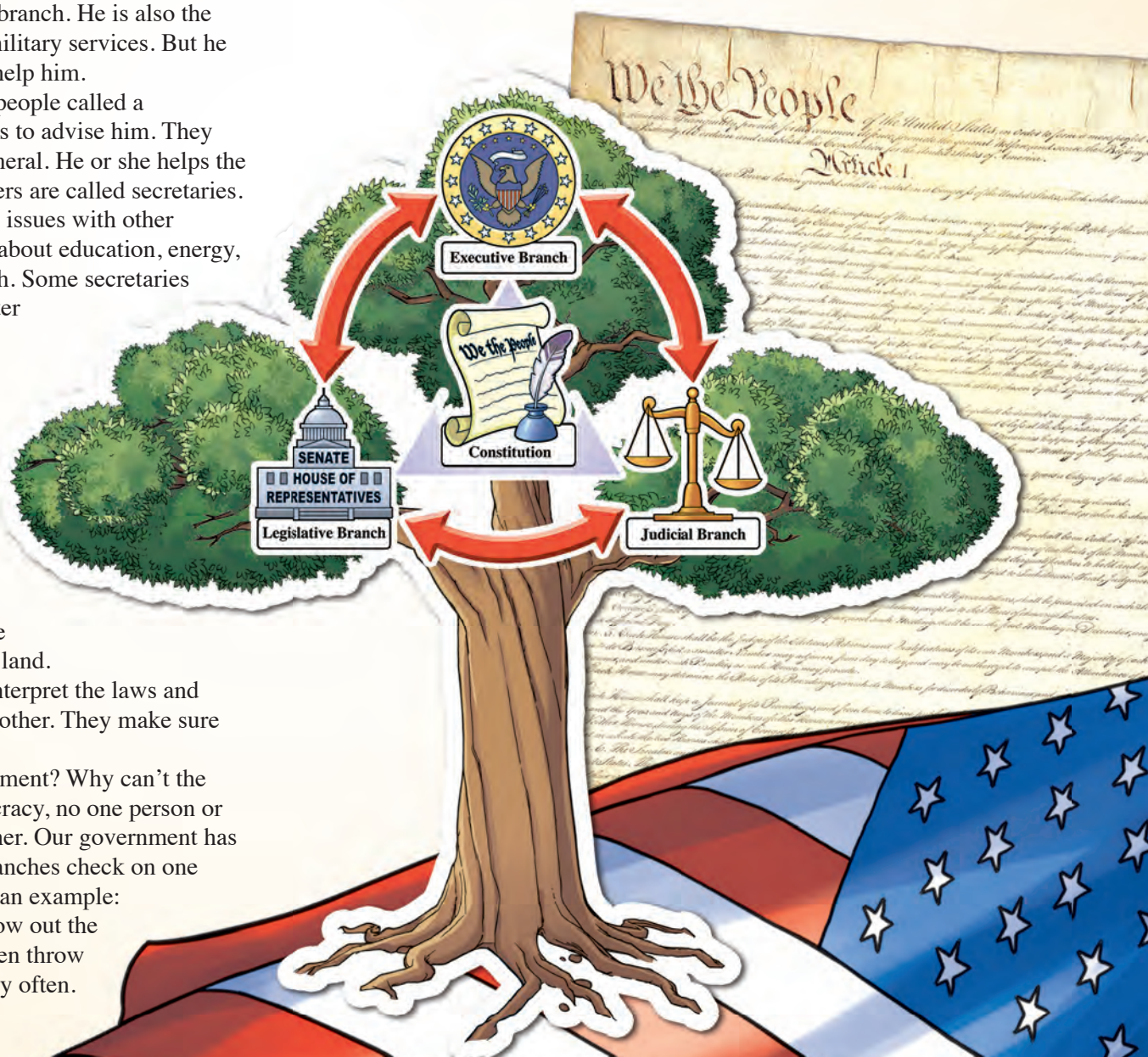
The judicial branch is made up of federal judges and courts. The Supreme Court is the most powerful court in the country. The Supreme Court takes only the most important cases in the land. Federal courts do not make laws. Instead, they interpret the laws and make decisions when people disagree with each other. They make sure the laws do not go against our Constitution.

Why do we need all three branches of government? Why can’t the executive branch control everything? In a democracy, no one person or group of people can have more power than another. Our government has a system of “checks and balances.” The three branches check on one another to make sure power is balanced. Here is an example: Congress makes a law. But the president can throw out the law. This is called a “veto.” But Congress can then throw out the president’s veto. That doesn’t happen very often.

It can often take a very long time to make a law!

The way judges are selected is another example of checks and balances. The judges in the judicial branch are not elected by the people. The president can suggest judges for the Supreme Court and other lower federal courts. But the Senate has to agree with his choice. If they don’t, he has to choose someone else!

The U.S. government is designed to represent all of the people in the country. The power is divided so that laws and decisions can be fair.



Connections

Checks and Balances in Ohio

What do you think the phrase “checks and balances” means?

“Checks and balances” describes how our government works. The federal government has three branches. They all share the power. The legislative branch makes laws. The executive branch enforces laws. The judicial branch interprets laws. Each branch has certain powers the other branches don’t have.

Ohio’s state government works the same

way. The different branches work together. The state government also works with the local governments. Counties, cities, villages, townships and districts have their own obligation. They all have to help the state government enforce laws.

The state executive branch includes law enforcement. Law enforcement agencies carry out the laws of the state. These can include traffic, health, business and safety laws. Other officers of the state government

include police, park and forest officers. These agencies take care of our roads. They build our parks. They even decide what students should learn in school. People benefit from the laws and agencies that local, state and federal governments put in place.

Does law enforcement work for the executive branch or for the people? It works for both! It is just another example of the checks and balances in a democracy.



Three Branches of Government

The Three Branches of Government

Our government is a constitutional democracy. This means our leaders get their power from the people. Three branches of government keep this power in check. They also make sure that no branch forgets how important our individual liberty is. Each branch has its own job to do and has a way to check, or limit, how much the other two branches can do. This means all the power balances out. The first three articles of the Constitution list the branches and their responsibilities. These branches are the executive branch, the legislative branch and the judicial branch.

Executive Branch

The executive branch of government makes sure that the laws are carried out. It also is in charge of the military. The head of the executive branch is the President of the United States. The president and vice president are elected together for four years. They may serve two terms, for a total of eight years.

The president doesn't work alone. He or she chooses members of the cabinet, a group of people who advise the president and help run the executive branch. The cabinet is filled with experts in their fields, and they lead their departments. For example, the Department of Education helps schools in the country and enforces laws that have to do with schools. The Department of Defense is in charge of the military.

Other offices carry out laws in different areas. For example, the Environmental Protection Agency carries out laws that help reduce pollution. Including the men and women of the military, more than

4 million Americans currently work for the executive branch. The Department of Transportation enforces laws that have to do with cars and roads, trains and airplanes.

Legislative Branch

The legislative branch makes the laws and establishes taxes. Congress, the legislative branch of our national government, is divided into two chambers: the House of Representatives and the Senate. When someone writes an idea for a new law, it is called a bill. In order for a bill to become a new law, both chambers have to vote for it.

The House of Representatives is the lower chamber of Congress. The number of representatives for each state depends on how many people live there. The states with larger populations send more representatives and those with smaller populations send fewer. The smallest states send only one. The largest state, California, sends over 50 representatives. In total, there are 435 representatives in the House. They serve two-year terms.

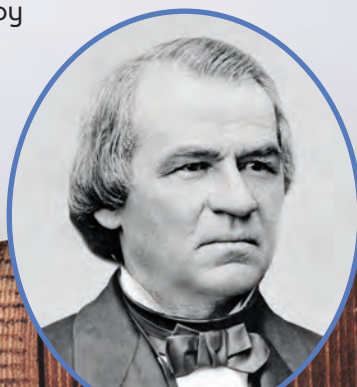
The Senate is the upper chamber of Congress. Every state sends two senators to the Senate, no matter how many people live there. The 100 senators serve six-year terms. Because the Senate is the upper house, it has certain powers that the House of Representatives doesn't. The Senate approves treaties. It also confirms judges and cabinet members chosen by the president.



Impeachment

The U.S. Constitution provides a way to remove people from public office who have committed crimes. This is the process of impeachment. To impeach is to charge, or accuse, a person in a high political office with a crime. The Constitution states that this is necessary in cases of "treason, bribery or other high crimes." The House of Representatives starts this process. Once they have created a resolution, then all the members vote on it. If a two-thirds majority is reached, then the resolution is given to the Senate. At this stage, the person is "impeached," or formally accused by the House of Representatives. Next, the Senate begins their debate.

It is in the form of a trial. Each side may call witnesses to testify. Finally, the Senate votes on the outcome. If two-thirds of the Senate agrees, then the accused official is immediately removed from office. Only two presidents in the history of the United States have been impeached. They are Andrew Johnson and Bill Clinton. Both were acquitted (found not guilty) by the Senate.



Andrew Johnson



Bill Clinton

Veto Power

The word veto is Latin (the language of ancient Rome). Its literal definition is "I forbid." A presidential veto is the ability of the President of the United States to stop a certain bill from becoming law. Many new ideas are presented to the president in the form of bills. Some of these bills are good. Some have very odd ideas attached to them. The president may veto them, or refuse to give his or her approval. However, the presidential veto is limited. If the president vetoes a bill that he or she does not approve of, it still has the chance of becoming a law. The bill would return to the House of Representatives and the Senate. Both houses must vote again. The Senate and House of Representatives need to pass the bill with a two-thirds majority. If they do, the bill becomes law, even if the president vetoed the bill. But this doesn't happen often. Congress has passed less than a tenth of all bills vetoed by the president.

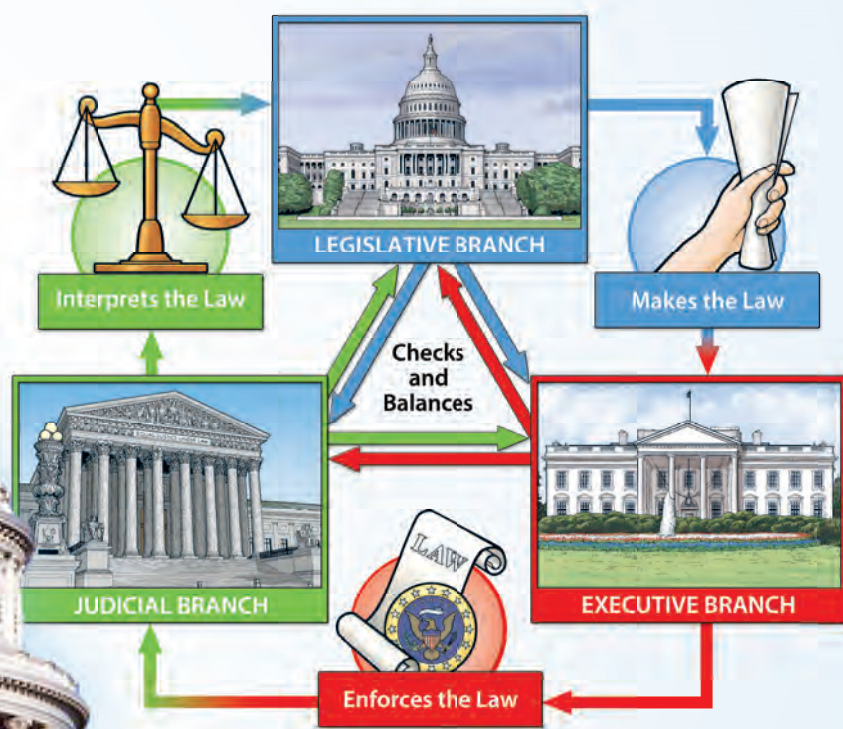
VETO

© Ohio Studies Weekly © 2019 Studies Weekly, Inc. • Toll free phone (866) 311-8734
• Fax (866) 531-5589 • Text (385) 399-1786 • For pricing information go to www.studies-weekly.com • For ordering information, questions, editorial comments and feedback e-mail support@studiesweekly.com • Material in this publication may not be reproduced for sale in print or electronic format.

Judicial Branch

The judicial branch interprets the laws, or decides what they mean. It also decides if the laws follow the Constitution. The judicial branch is headed by the Supreme Court and other federal, or national, courts. The Constitution does not state how many justices should sit on the Supreme Court, but allows Congress to decide this number. Since 1869, there have been nine justices serving on the Supreme Court.

And, of course, courts decide whether someone is guilty of a crime. The role of the judicial system is to make sure that the rights of all citizens are protected and that the law is followed. Article III of the Constitution guarantees that anyone who has been accused of a crime has the right to a fair trial before a judge and a jury. It is important to protect the rights of everyone, including those who have been accused of a crime.



Separation of Powers

The people of the United States and the founders were concerned about tyranny. Someone like King George or a small group like the British Parliament could get a lot of power and take away the rights of the people. So, to avoid repeating those mistakes, the Constitution was written to stop anyone from getting too much power. This is why the government is split into three branches. This is called separation of powers. The president has a big job, but he cannot decide a law is against the Constitution and throw it out. That's the job of the judicial branch. The legislative branch makes the laws, but the executive branch enforces those laws. As long as these powers are kept separate, the three branches protect against unfair government.

Checks and Balances

Each branch of government has the power to check (or control) the other branches in some way. We call it a system of checks and balances, and it keeps all three branches of government playing by the rules! The Founders created a government in which no branch can do its job without help from the others. Each branch has a check (or control) against the other two. This keeps the power balanced. Here are a few examples:

Executive Branch:

- The president approves or vetoes bills written by the legislative branch.
- The president nominates Supreme Court justices and other judges.

Legislative Branch:

- Congress can impeach, or put on trial, members of other branches.
- The Senate confirms the president's choices for judges and cabinet members.

Judicial Branch:

- The Supreme Court exercises judicial review, meaning it decides whether laws made by Congress follow the Constitution. If they don't, the law is removed.
- Judicial review can also make decisions about actions of the executive branch.

Judicial Review

The United States Supreme Court is the most powerful court in the land. It has the power of judicial review, which is a check on the legislative and executive branches. Judicial review allows the Supreme Court to declare any law passed by the legislative branch or any action taken by the executive branch unconstitutional. Unconstitutional means the law or action does not agree with the Constitution. The first case of the Supreme Court using judicial review happened in the court case *Marbury v. Madison* in 1803.

In this court case, John Adams was appointing judges near the end of his time as president. He wanted to appoint William Marbury to one position, but the formal appointment was never completed before Adams left office. Marbury thought he would be put in the role that Adams had wanted him in, but Thomas Jefferson, the president after Adams, blocked his appointment.

Marbury decided to take his case to the Supreme Court. Marbury said that a law passed by Congress in 1789 should force the court to give him the job as judge. The Supreme Court ruled that although Marbury should be given the

appointment as judge, the Court could not force the executive branch (or in this case Thomas Jefferson) to appoint Marbury. So, they declared Congress's law unconstitutional.

By having the Supreme Court decide if an executive action could or could not be forced upon the president, the Court was then given the job of deciding if a law was unconstitutional. Judicial review is not clearly mentioned in the Constitution. This has been their job ever since.



Name _____

DISCOVER MORE! www.studiesweekly.com/online
 Primary Source & Bonus Media

Activity

Comparing Executives

The executive branch of government is in charge of carrying out laws. It also includes the top leaders of the country, or the state. The federal and state executive branches serve the same overall purpose. But they can sometimes function in different ways. So, how are federal and state executive branches alike? How are they different? How were they formed? When were they formed? Who is a part of them? How do they serve the people? You can research the federal and state executive branches. There are many resources available to you.

You can use the internet to find out more. Both the U.S. and Ohio constitutions are available online. There are also many other online resources that offer information. You can use a search engine to find them. Type keywords like "federal executive branch," or "Ohio state executive branch." You can even type questions. Your best resources might be the official government websites. These government websites will have ".gov" at the end of their web addresses. There are also online resources written for kids. When using the internet, you must be careful about which resources you use. Some have more accurate information than others. If you aren't sure, ask your teacher or librarian for help.

You can also go to your town library to do your research.

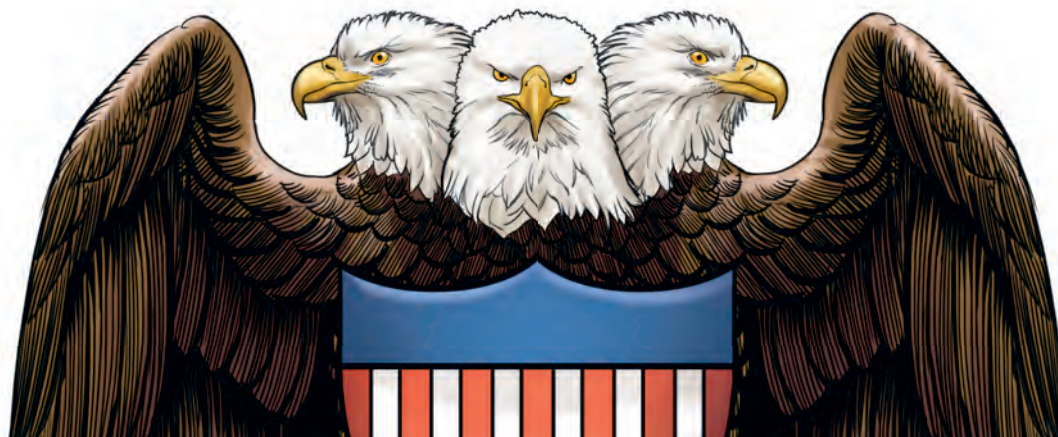
Libraries have copies of both the federal and state constitutions. You can compare sources to learn more about the federal and state executive branches. You can also find books for kids that explain how all the different branches of government work. Don't be afraid to ask questions. The library's staff is there to help you.

Teach yourself about your government. What you find might surprise you!



The Three-Headed Eagle

The three-headed eagle is sometimes used to represent the three branches of U.S. government. Label the three branches of government. Fill in the responsibilities of each branch, along with the leaders and officials that make up each branch. (Refer to the article "Dividing the Power" if you need help.)



_____ Branch

Responsibilities

_____ Branch

Responsibilities

_____ Branch

Responsibilities

Let's Write

Do you think new checks and balances would be useful? Describe what kind of check and balance you would add to help the three branches work together. Or, describe why you would choose not to add any.

Think & Review

1. What are the powers of the executive branch?
2. What are the powers of the legislative branch?
3. Describe three examples of checks and balances.
4. Describe the process of impeachment.
5. Why did William Marbury take his case to the Supreme Court?

Grade 4: Week 6 – Art and Music

Art: Learn about artist Jacob Lawrence by visiting <http://www.artnet.com/artists/jacob-lawrence/>

Mon: View the selections of art, and write a response to at least one of the works. Ask yourself what you think Lawrence intended with his art. How does it make you feel? Why or why not?

<https://www.artsy.net/artist/jacob-lawrence>

Wed: Create an original work in the style of Lawrence, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using something from your own community to inspire the work. Write a statement on why you selected the subject of your art.

Fri: Continue working on your photo journal, and use the following themes as inspiration.

Week 6: Health: During this time, everyone is thinking about their families and their own health. Take several pictures to explore the idea of health, and record your thoughts in an essay or artist’s statement.

Music: Read the information Sister Rosetta Tharpe (Tue) by virtually visit to the listen to her music (Thu) using the below links.

To learn about Sister Rosetta Tharpe

<https://www.youtube.com/watch?v=XwSiieNFBXI> from the Rock and Roll Hall of Fame

https://www.rockhall.com/inductees/sister-rosetta-tharpe?gclid=CjwKCAjwkPX0BRBKEiwA7THxiKGmHO3lhfmFioRYXidKAWz9hHgmMA8f46vRFuSxqQ9iivVP6ma9yBoC990QAvD_BwE

Thu: Listen to at least two selections, and write a reflection on his style, how it makes you feel, and if it reminds you of any modern music.

<https://www.youtube.com/watch?v=jOrhjgt-Qc> This Train

<https://www.youtube.com/watch?v=Y9a49oFalZE> Didn’t It Rain?

Supplemental: NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLYPLVV5ZP3toAOnj7OcVXN8voaQKFazUY>

Monday	Tuesday	Wednesday	Thursday	Fri
Art Read about Jacob Lawrence	Music Read about Sister Rosetta Tharpe	Art Create art in the style of Jacob Lawrence	Music Listen & respond to music of Sister Rosetta Tharpe	Art Photo Journal

Jacob Lawrence

Jacob Lawrence was an important African-American painter known for his portrayals of black culture in the early 20th century. Consisting of 60 panels of sensitively colored figurative paintings, the artist's hallmark work Migration Series (1940–1941), depicts the Great Migration of African Americans from the rural South to Northern cities between World War I and World War II. "My belief is that it is most important for an artist to develop an approach and philosophy about life," he once said. "If he has developed this philosophy, he does not put paint on canvas, he puts himself on canvas." Born on September 7, 1917 in Atlantic City, NJ and, showing early talent at a young age, was encouraged to attend the Harlem Community Art Center where he studied under the sculptor Augusta Savage. Completing his Migration Series at only 23 years old, in 1941, Lawrence was the subject of his first solo show at Downtown Gallery in New York, and became the first black artist ever to be represented by a New York gallery. During this time, he was credited with developing a unique aesthetic known as Dynamic Cubism, which Lawrence would attribute not to European influences but to "hard, bright, brittle" Harlem. In 1970, Lawrence and his wife, the painter Gwendolyn Knight, moved to Seattle where he taught art at the University of Washington. He died on June 9, 2000 in Seattle, WA at the age of 82. Today, Lawrence's works are held in the collections of the Phillips Collection in Washington, D.C., The Museum of Modern Art in New York, the Museum of Fine Arts in Boston, and the Walker Art Center in Minneapolis, among others.



Sister Rosetta Tharpe

The Rock and Roll Hall of Fame announced its 2018 class of inductees, and aside from the more known acts like Bon Jovi and Nina Simone was music pioneer Sister Rosetta Tharpe.

The name may not ring a bell, but Tharpe is the person your favorite musicians often cite as one of their early inspirations. Here are the things you should know about Rock & Roll Hall of Fame Inductee, Sister Rosetta Tharpe.

- Sister Rosetta Nubin was born in Cotton Plant, Arkansas in 1915. Her mother, Katie Harper was a singer, musician and preacher for the Church of God in Christ (COGIC). Tharpe picked up the guitar at age four and by six years old, she had joined her mother on the road in a traveling evangelical act.
- After settling in Chicago and then later in New York City, Tharpe began merging the sound of the Delta blues, jazz and gospel music to create her signature sound. She experimented with the sound, and her first single was a gospel and rock fusion called "Rock Me."
- Black women guitarists were rare and Tharpe definitely stood out. Bob Dylan said of Tharpe, "I'm sure there are a lot of young English guys who picked up electric guitars after getting a look at her." Tharpe played with Duke Ellington and Dixie Hummingbirds.
- A resurgence of interest in Tharpe emerged in the 90s through several television segments, honors and articles. She was posthumously honored by the United States Postal Service with a 32-cent commemorative stamp on July 15, 1998.
- She continued touring in Europe to nearly the end of her life. Tharpe's last known recording is in 1970. She suffered a stroke that year and had one of her legs amputated from diabetes complications. Tharpe suffered a fatal stroke on October 9, 1973 and died in Philadelphia.

