

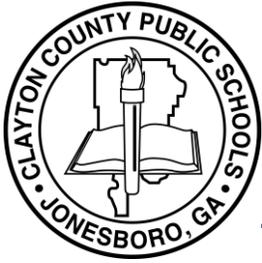
School is out, but learning continues!



GRADE 4

ACADEMIC ENRICHMENT - DECEMBER 2016

Clayton County Public Schools



Clayton County Public Schools

Chief Academic Office

1058 Fifth Avenue Jonesboro, Georgia 30236 (678) 817-3060 FAX (678) 817-3062

LUVENIA JACKSON
Superintendent of Schools

Folasade Oladele, Ed.D.
Chief Academic Officer

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

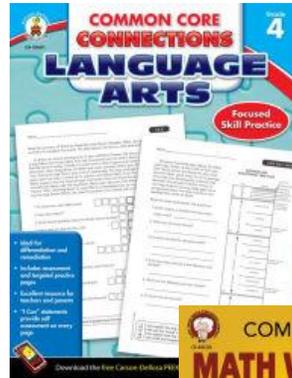
Folasade Oladele, Ed.D.

Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of \$9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.

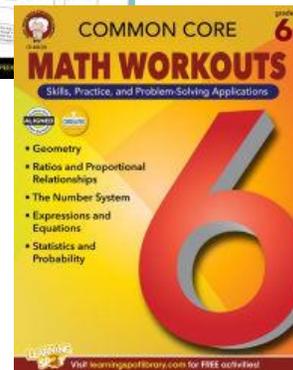
- Carson-Dellosa Publishing website

- Grades K-5
 - [Math Workbook](#)
 - [ELA Workbook](#)
- Grades 6-8
 - [Math Workbook](#)
 - [ELA Workbook](#)



- Barnes and Noble website

- Grades K-5
 - [Math Workbook](#)
 - [ELA Workbook](#)
- Grades 6-8
 - [Math Workbook](#)
 - [ELA Workbook](#)



4th Grade English Language Arts

Hide and Seek

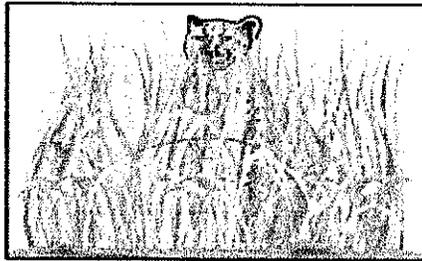
Soldiers in the United States Army wear uniforms that are covered with patches of green, brown, and tan. The pattern on these uniforms is called camouflage. It is used to help soldiers blend in with their surroundings. Humans are not the only ones who use camouflage. Animals use camouflage as well.

Hiding with Colors

If someone wants to hide at night, what color should the person wear? Dressing in black will help him or her blend in with the night sky. Some animals also have colors that help them blend in. The white fur on the polar bear makes it hard to see in the snow. The arctic fox changes color twice a year. In the winter, the fox turns white so it can blend in with the snow. In the summer, the fox turns brown so it can blend in with dry grass and bushes.

Hiding with Patterns

In addition to colors, patterns are useful for blending in. Stripes and spots help animals blend in with the different colors and shadows in their surroundings. Baby deer have white spots that look just like the sunlight's pattern of light and dark. When sunlight falls between leaves and branches in the forest, the baby deer are safely hidden. Cheetahs also have dark spots that help them blend with the sun's light and dark patterns.



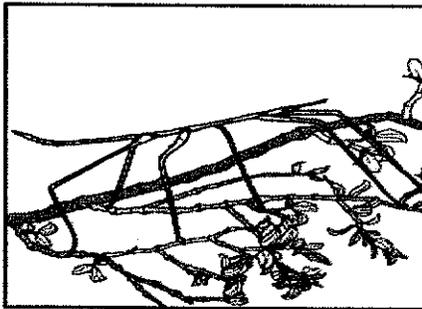
Hiding by Imitation

Some animals imitate, or pretend to be, other animals. For example, some king snakes have stripes. These stripes make the king snakes look like coral snakes. Coral snakes use a poisonous liquid called venom when they bite. Other animals and people stay away from king snakes because they think they are poisonous coral snakes. This helps king snakes stay safe.

Hiding by Disguise

Many insects use a disguise, or costume, to help them hide. Imagine looking at a leaf and then seeing it fly away! The leaf is actually the South Indian Blue Oakleaf butterfly. The stick insect resembles the branches of the plant it lives on. This makes it very hard to find!

Camouflage is useful for both humans and animals. It is interesting to learn about all the ways there are to hide!



Standard: ELACC4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

What would MOST LIKELY happen if the arctic fox did not change color twice a year?

Use details from the passage to support your answer.

The Great Surprise

I was sitting at the kitchen table doing my homework. I heard my parents whispering in the other room and wondered what their conversation was about. I tried to hear what they were saying, but I couldn't make it out. I bounced out of my seat and scampered to the other room.

"Mom!" I said. "Why are you and Dad whispering?"

My parents exchanged a hesitant look. "Well," said my mom, "we were discussing an exciting surprise. But we aren't sure if we should tell you."

I thought back to last year when our family had planned a visit to my grandmother. The visit was intended to be a surprise. My dad informed me about the trip, and I was supposed to keep it a secret. However, one night when I was talking on the phone to my grandmother, I spilled the beans. It was an accident! I had forgotten that the visit was a secret. I felt very bad.

"You can tell me!" I exclaimed. "I promise that I learned my lesson when I told Grandma about our visit. I won't spoil any more surprises!"

"We think you've learned your lesson, Kate," my dad responded. "We'll tell you about this surprise because we think you can keep it a secret."

I felt so relieved that my parents had decided to trust me with this exciting news! I had a feeling this time would be different.

"We are getting a dog!" exclaimed my dad. "Don't reveal it to Charlie. He'll find out on Friday when he gets home from school."

I was so excited that I almost screamed! My brother, Charlie, had been pleading with my parents for a dog for years, but they had always said no. Now he was finally going to get his wish, and he would be thrilled. Thursday and Friday were difficult days! I was tempted to tell Charlie about the dog several times, but I remembered my promise and kept my mouth firmly closed. It felt great to be true to my word.

At long last, Friday afternoon arrived. As Charlie and I walked up to our house after school, we heard a faint noise.

"What's that?" Charlie asked, turning to me with delight in his eyes. "Is that barking I hear?" He tossed his backpack aside and ran into the house. A huge smile broke over my face, and I quickly ran after him. "A dog! I can't believe it, our very own dog!" Charlie yelled as he saw the puppy contentedly playing on the floor with one of Dad's ancient shoes from the garage.

"Yes, Charlie, our very own dog, just like you have been asking for!" my mom answered.

"Wow, what a great surprise!" Charlie said. "Kate, isn't it a great surprise?" he asked me.

"Yes, Charlie! It is a great surprise," I answered gleefully.

"And thanks to Kate," my mom said, smiling, "it really was a surprise."

I felt great for keeping my promise, and my brother was overjoyed at his surprise. I really had learned my lesson.

ELACC4RL2—Determine a theme of a story, drama, or poem from details in the text; summarize the text.

What is the theme of the story, and how does the author reveal this theme? Use details from the story to support your answer.

Standard: ELACC4W1b. Provide reasons that are supported by facts and details.

In this section, you will read two different arguments about giving regular allowances.

You will write an opinion essay about which argument is better supported by facts.

Before you begin planning and writing, read the two texts:

1. "A Regular Allowance for Doing Chores"
2. "Allowance as a Reward"

As you read the texts, think about what details from each you might use in your opinion essay.

Now write your opinion essay. Be sure to:

- Introduce your topic.
- Clearly state your opinion.
- Organize your paper with ideas that relate to your opinion.
- Support your claim with reasons, examples, and details from both passages.
- Recognize and address alternate or opposing claims.
- Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Establish and maintain a formal style.
- Provide a concluding statement or section related to the information or explanation.
- Check your work for correct usage, grammar, spelling, and capitalization.

A Regular Allowance for Doing Chores

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible for them is to have the chance to make “safe” mistakes. For example, it is better to miss out on going to a movie when you’re young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can’t buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!

Allowance as a Reward

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.

According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.

Name _____

4th Grade Mathematics

MCC4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

MCC4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

1. Mr. Jefferson's class rotates P.E., art, music, and computer lab on a 4-day schedule, in exactly the order given. Ms. Tolbert's class rotates art, P.E., music, Spanish, and computer lab on a 5-day schedule, in exactly the order given.

Rosie writes a pattern to describe when Mr. Jefferson's class has computer lab.
4, 8, 12, 16

Part A: Write a pattern to describe when Ms. Tolbert's class has computer lab. Include four terms in your pattern. Show your work or explain your answer.

Part B: Should Ms. Tolbert's class go to computer lab on the 104th day of school? Explain your answer.

Part C: Mr. Jefferson's class goes to music $\frac{1}{4}$ of the school days. There are 180 days of school. How many days does Mr. Jefferson's class go to music? Show your work.

2. One bamboo plant is 8 feet tall. A second bamboo plant is 24 feet tall. Sarah says that the second bamboo plant is 3 times as tall as the first bamboo plant.

Part A: Write an equation that represents the relationship between the heights of these two bamboo plants.

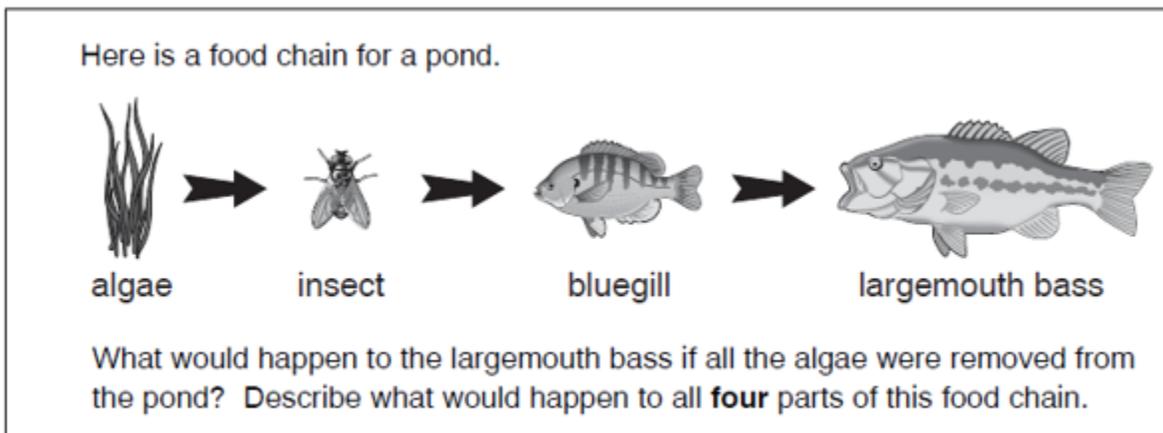
Part B: Chase disagrees with Sarah and says that the second bamboo plant is 16 times as tall as the first plant. What mistake do you think Chase made? Explain why he is incorrect.

4th Grade Science

Standard

S4L1 Students will describe the roles of organisms and the flow of energy within an ecosystem.

c. Predict how changes in the environment would affect a community (ecosystem) of organisms.



A. What would happen to the largemouth bass if all the algae were removed from the pond?

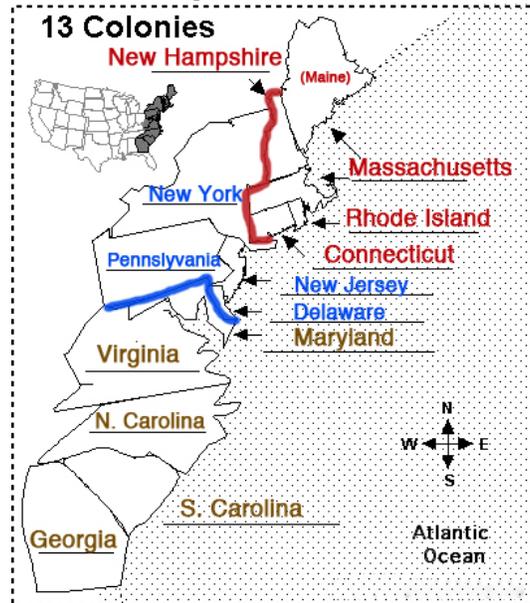
B. Describe what would happen to all four parts of this food chain.

4th Grade Social Studies

Standard

SS4H3 The student will explain the factors that shaped British colonial America.

a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.



Use your Social Studies knowledge and research from your textbook, informational articles, and other nonfiction texts to respond to the writing prompts below.

- A) Explain two ways that farming in the colonial South was different from farming in colonial New England. (3-4 sentences)
- B) Explain two ways that life in the Mid-Atlantic colonies and the New England colonies were similar or different. You may consider climate, relationships with Native Americans, the type of jobs people worked, and the role of religion. (1 paragraphs)
- C) Think about each of the three colonial regions we have studied. In which colonial region would you prefer to live? Be sure to give a reason for your opinion and use supporting details. (2 paragraphs)