4th Grade Summer School
Week One

Date	Activity
Monday, June 22nd	❑ Read Charlotte's Web chapters 1 & 2; do worksheets for those chapters. ❑ Cut out and follow directions for setting up multiplication lapbook.
Tuesday, June 23rd	❑ Read Charlotte's Web chapter 3; do worksheets for that chapter. ❑ Read Catch the Brreze and answer questions. ❑ Multiplication lapbook - complete the multiplication chart and multiplication squares.
Wednesday, June 24th	❑ Read Charlotte's Web chapter 4 do worksheets for that chapter. ❑ Read Bug Power and answer questions. ❑ Multiplication lapbook ❑ Diorama Art Activity
Thursday, June 25th	❑ Read Charlotte's Web chapter 4; complete the worksheets for chapters 1-4. ❑ Complete multiplication lapbook

Read. Be ready to answer questions with your teacher about the story.

The Fox and the Fireflies

ELA Pretest Story

(a Jicarilla-Apache folktale)
(adapted from "Myths of the Jicarilla-Apache" by Frank Russell)

Long ago, Fox visited the Geese. He wanted to learn how to imitate their sound. They found a way to attach wings to Fox, and told him they would teach him their sound as he flew with them. However, they told him never to open his eyes while flying.

Whenever the Geese flew, Fox went with them to practice their sound. One evening, it quickly became dark as they flew and, without thinking, Fox opened his eyes. He fell quickly, and landed in the middle of the Firefly village. He asked the Fireflies if there was a way to leave, and they showed him a large cedar tree. “When you would like to go home,” said a Firefly, “ask this tree to bend down. She will lift you over the wall.”

Fox did not want to go home yet. He was interested in how these small creatures made a blazing fire. He had never seen fire before. He wanted to have fire at home. So that evening, Fox said, “Let’s have a party around your fire. I will make the music.”

Fox made a drum, probably the first drum ever. He also secretly tied a piece of bark to his tail. He began beating the drum with a stick, and the Fireflies danced to his beat. Fox slowly moved closer and closer to the fire. He pretended to be tired from beating the drum. He gave the drum to some Fireflies who wanted to make music, and quickly thrust his tail into the fire. He said, “Oh, it is very warm here! I must find a cooler place.”

Fox ran straight to the cedar tree, calling, “Please bend down for me!”

The tree bent down so that Fox could hold on, and then lifted him over the wall. He ran on, with the Fireflies following him. When he tired, he gave the burning bark to Hawk. Hawk carried it to Crane. As the birds carried the fire, its sparks scattered across the earth.

The Fireflies chased Fox all the way to his den. They said, “Your punishment for taking our fire is that you will never learn how to use it.”

And this is still true.

Read. Be ready to answer questions with your teacher about the story.

River Otters

ELA Pretest Story

River otters are animals. They have thick fur and short legs. They have webbed feet and a long, furry tail. They like to swim in water. However, they breathe air. Otters eat fish and vegetables.

Otters give birth in the winter or the spring. There are usually 2 to 4 pups per litter.

Otters used to live in many rivers. When people began to take water from rivers, many rivers dried up. That means there aren't as many otters as there used to be.

Read. Be ready to answer questions with your teacher about the story.

Loud Bird Calls

ELA Pretest Story

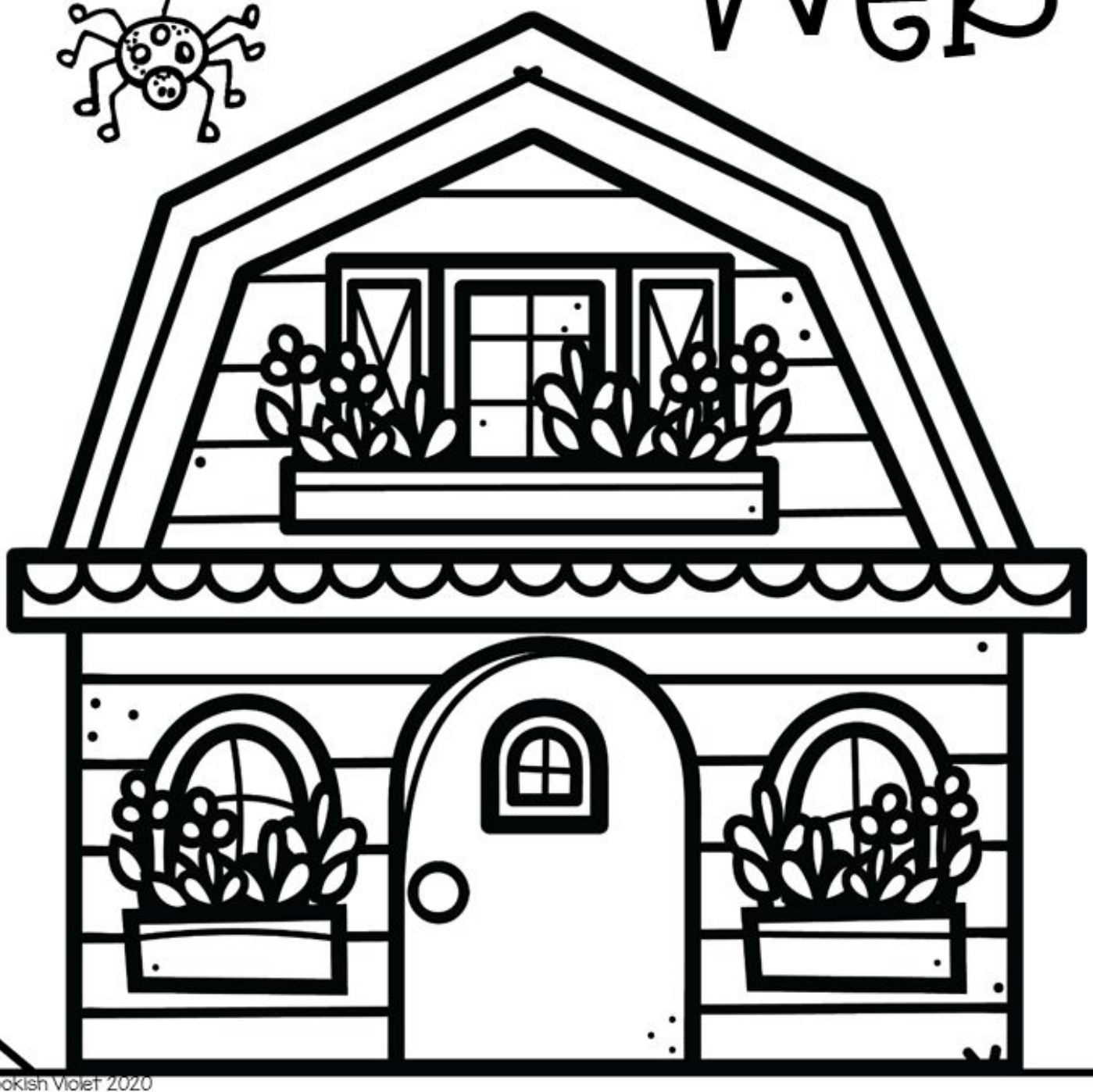
Some birds must work hard to be heard. A few birds do this by being very loud. The lyrebird is thought to have the loudest birdcall in the world. The bittern makes a loud, booming call both night and day.

The kakapo's birdcall travels farther than any other bird. It sings from a dip that it digs into the ground. The bird sits inside this dip. It slowly inflates itself with air, until it is big as a football. It is almost double its normal size. It then starts to sing the most amazing message that can be heard as far as four miles away. During a certain time of year, it may boom all night for three months.

Why do some birds have such a loud song? It is likely they are talking to other birds. They may be looking for a mate. They may be warning other birds that an enemy is near.

Week One: Chapters 1-4

Charlotte's Web



Bookish Violet 2020

Name:_____

Charlotte's Web Vocabulary

runt	
injustice	

adoring	
snout	

hullabaloo	
trough	

glutton	
cunning	

Bookish Violet 2020

Name: _____

Match the word with its definition below.

runt	loving very much
injustice	a smaller than usual animal
snout	something not fair
adoring	an animal's nose

Fill in the correct word in the sentences below.

runt injustice adoring snout

1. The _____ was the smallest kitten in the litter.

2. Anna was angry at the _____ when her father believed her brother's lie..

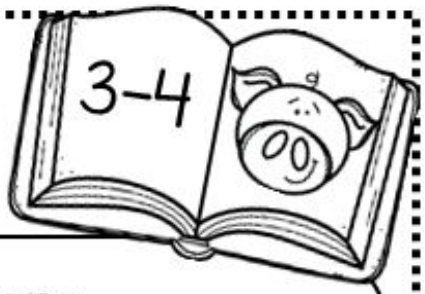
3. I stroked my new pony's neck in an _____ way.

4. The puppy poked the baby with its soft _____.

Write your own sentence with one of the words.

Bookish Violet 2020

Name: _____



Match the word with its definition below.

hullabaloo	skill with trickery
trough	someone who eats too much
glutton	fuss or commotion
cunning	a large dish for an animal's food

Fill in the correct word in the sentences below.

hullabaloo trough glutton cunning

1. The stable boy filled the horse's _____ with grain.

2. Do you remember the loud _____ when our teacher announced there would be no school tomorrow?

3. I will win this chess match with my _____ and skill.

4. He was a _____ who would not stop eating.

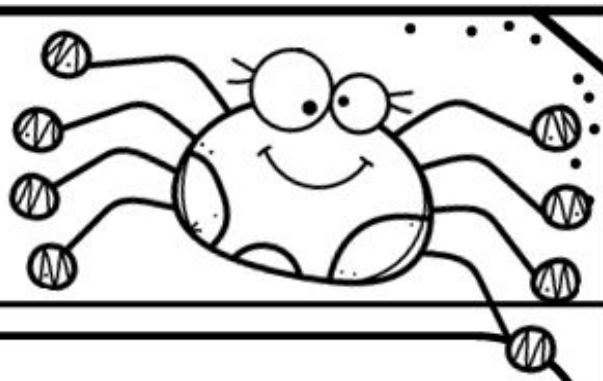
Write your own sentence with one of the words.

Bookish Violet 2020

Name:_____

Chapter Review

What was the main idea of the chapter?



Main Idea

Supporting Detail #1

Supporting Detail #2

Violet Tabitha 2019

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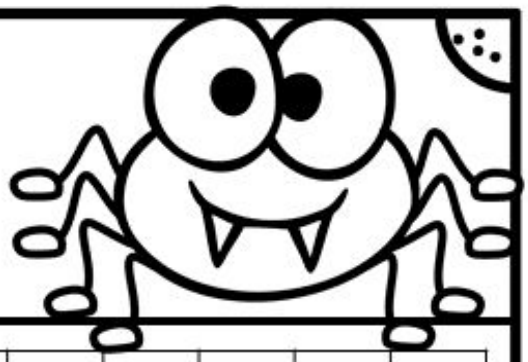
Charlotte's Web



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L	H	B	F	U	S	P	D	Z	M	Q	Y	D	J	V	A
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J	D	F	K	C	H	A	R	L	O	T	T	E	B	Z	A

FERN	UNCLE	HUMBLE
AVERY	BUTTERMILK	SUMMER
WILBUR	GOSLING	GRANDSTAND
CHARLOTTE	RUNT	SHEEP
TEMPLETON	RADIANT	CRATE

Bookish Violet 2020

Catch the Breeze

Wind can help fly a kite, power a sailboat or spread seeds. Around the world, wind has also become an increasingly popular and inexpensive source of power that is converted into electricity.

At the National Wind Technology Center in Colorado, scientists are working to advance wind-power technology. Wind is often considered an environmentally friendly source of power. Wind doesn't pollute the environment and is a renewable source of energy that can't be used up like fossil fuels, such as coal, oil, and natural gas.

Harnessing power from wind is nothing new. Some of the first windmills were used in Europe more than 5,000 years ago. Today, modern windmills, called turbines, resemble airplane propellers and are grouped together in wind farms.

Despite the benefits, wind power is far from perfect. Opponents of wind farms say the biggest problem is unreliability - when the wind doesn't blow, there is no power. They also argue that wind turbines can be an eyesore and threaten birds and other wildlife that fly into the blades.

As of 2011, 38 states have wind farms. Those turbines provide enough power for more than a million homes.

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Catch the Breeze

Questions

1. The main idea of this passage is
   a. people have been using wind power for many years.
   b. wind power is environmentally friendly.
   c. wind power is an excellent resource.
   d. wind power is being used as a source of energy.

2. Which of the following does ***not*** support the main idea?
   a. Wind helps to fly kites and spread seeds.
   b. Wind power is a renewable resource.
   c. Scientists are trying to advance wind power technology.
   d. Right now, in the U.S., wind power gives electricity to a million homes.

3. The author seems to
   a. give both sides of the argument.
   b. support the use of wind power.
   c. be trying to confuse the reader about wind power.
   d. be against the use of wind power.

4. Which of the following would ***not*** be a good title for this passage?
   a. Using Wind Power
   b. Harnessing the Wind
   c. A Big Risk To Birds
   d. Power Up

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Catch the Breeze

Vocabulary

Opponent: 1. a person who fights, plays, or takes a position against another person.

1. What is the meaning of the word **opponent**?
   a. the act of joining, or condition of being joined.
   b. a person (implied male) presiding over a meeting.
   c. a person that competes against another.

2. It was his choice to _____ the ballot measure.
   a. opponent
   b. oppose

3. His _____ ran a no holds barred campaign.
   a. opponent
   b. oppose

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Bug Power

Teamwork

How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees

A beehive is filled with rows of cells called honeycomb. They are made of beeswax.

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Some termites build mushroom shaped nests.

Bug Power Questions

1. According to the text, what do termites, ants, and honeybees have in common?
   a. They are all social insects.
   b. They are all anti-social insects.
   c. They are all worker insects.
   d. They are all soldier insects.

2. Read these sentences from the text:
   "Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest." AND "Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest." Based on this info, how are ants and termites different?
   a. Ants live underground, whereas termites live above ground.
   b. Ants live in nests, whereas termites live in hives.
   c. Ants only have one queen, whereas termites can have more than one queen.
   d. Ants have soldier ants that protect the colony, whereas termites do not.

3. Based on the information in the text, how are worker ants and worker bees similar?
   a. Worker ants and worker bees both care for the other insects in their colonies.
   b. Worker ants and worker bees both lay eggs for their colonies.
   c. Worker ants and worker bees both build homes for their colonies.
   d. Worker ants and worker bees both make food for their colonies.

4. What is a main idea of this text?
   a. Soldier termites protect the colony.
   b. Social insects always have at least one queen.
   c. Social insects live and work together in colonies.
   d. Ants often live in underground nests.

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Bug Power
Vocabulary

Guard: 1. (verb) to protect or pay close attention to something in order to keep it safe.

2. (noun) a person whose job it is to watch out for danger or protect property.

1. What is the meaning of the word **guard**?
   a. watch over or shield from danger or harm.
   b. one of seven great land masses on Earth.
   c. the day after today.

2. He was the first to stand _____ on the roof.
   a. guarding
   b. guard
   c. guards

3. The _____ laughed at him more and more.
   a. guarding
   b. guards
   c. guarded

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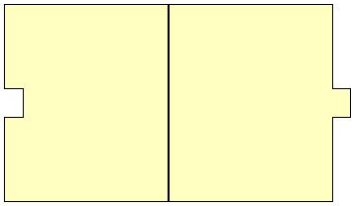
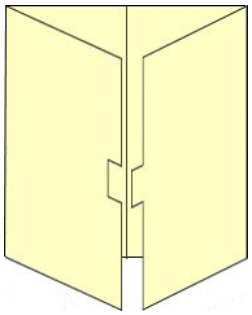
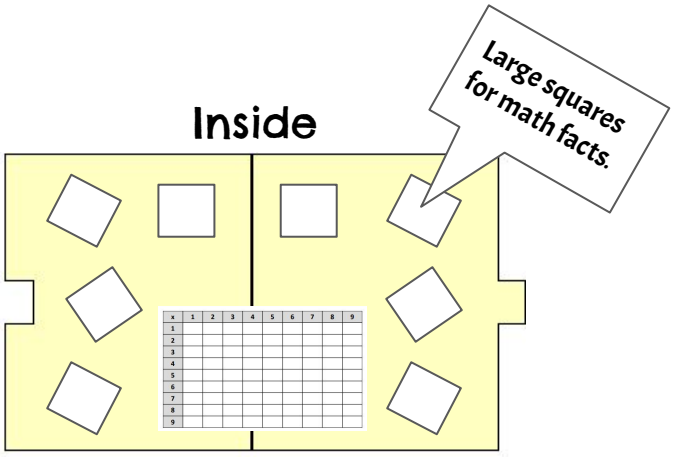
Multiplication Lapbook Directions

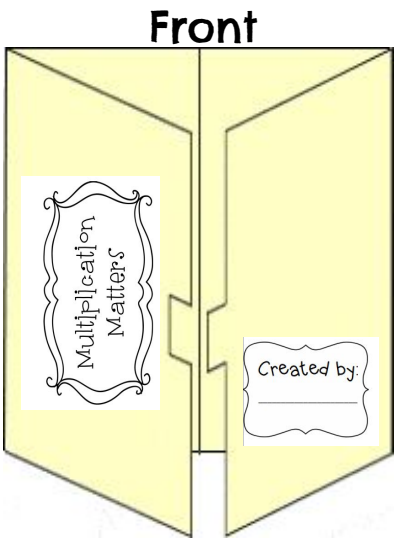
1. Open up the folder so it lays flat.

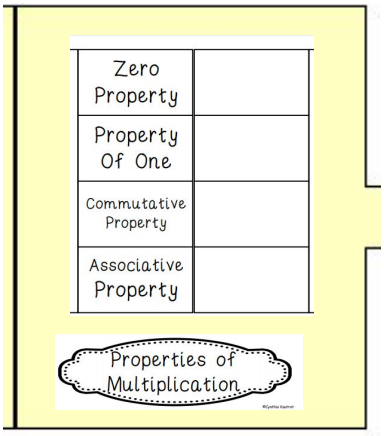


2. Fold each side to meet in the middle.









Multiplication Lapbook Directions

Day One: Create lapbook and glue pieces onto the front, back, and inside. DO NOT COMPLETE.

Day Two: Complete the multiplication chart (through 9) and the multiplication squares. Follow directions on worksheet.

Day Three: Complete the back of the lapbook.

Day Four: Practice multiplication facts.

Multiplication Lapbook
Day One: Cut out and glue into lapbook.

Created by:

_____

Multiplication Matters

x	1	2	3	4	5	6	7	8	9
1									
2	2								
3									
4			12						
5									
6									
7									
8									
9									

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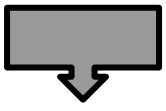
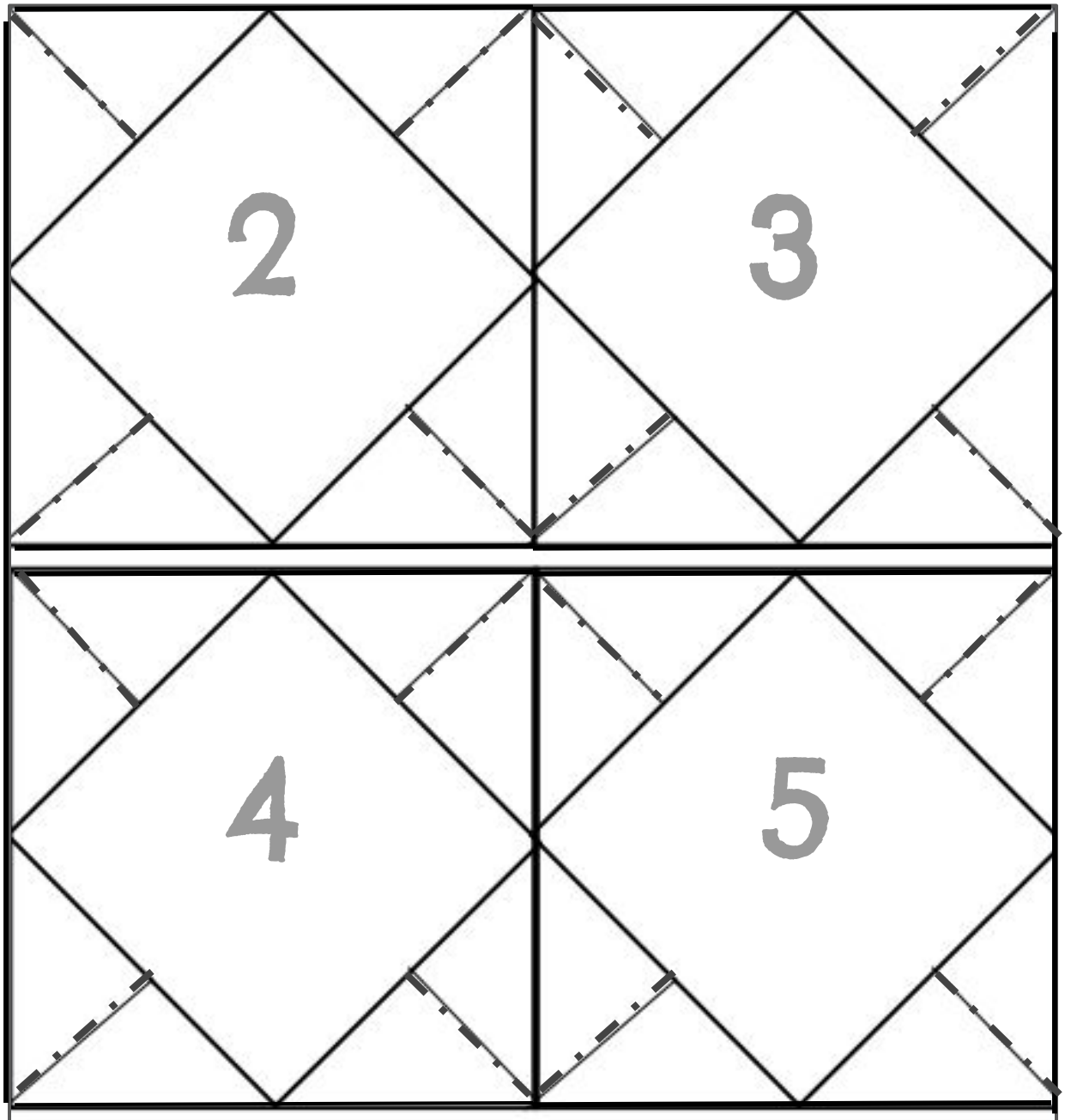
Multiplication Lapbook
Day One: Cut out and glue into lapbook.

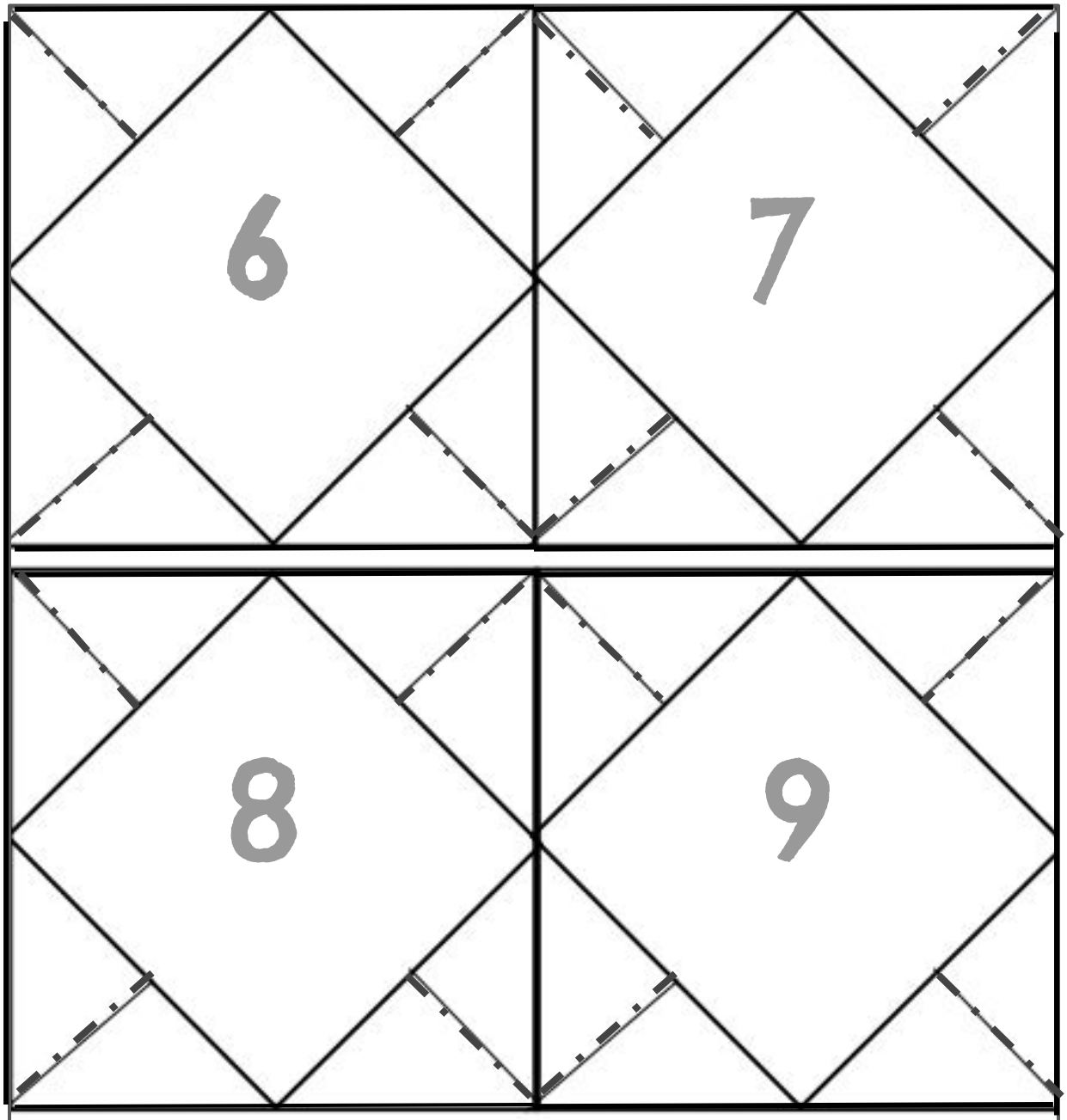
Zero Property	Any number multiplied by zero equals zero. 6 x 0 = 0
Property Of One	Any number multiplied by one is that number. 6 x 1 = 6
Commutative Property	6 x 1 = 6 1 x 6 = 6
Associative Property	(2x3) x1 = 6  6 x1 = 6

Multiplication Lapbook
Day One: Cut out and glue into lapbook.



Cut out each large square. Fold the triangles inward. After folding all of them down, cut carefully on the middle line of each triangle. On the outer triangle write the math fact. Lift up and write the answer on the opposite side.

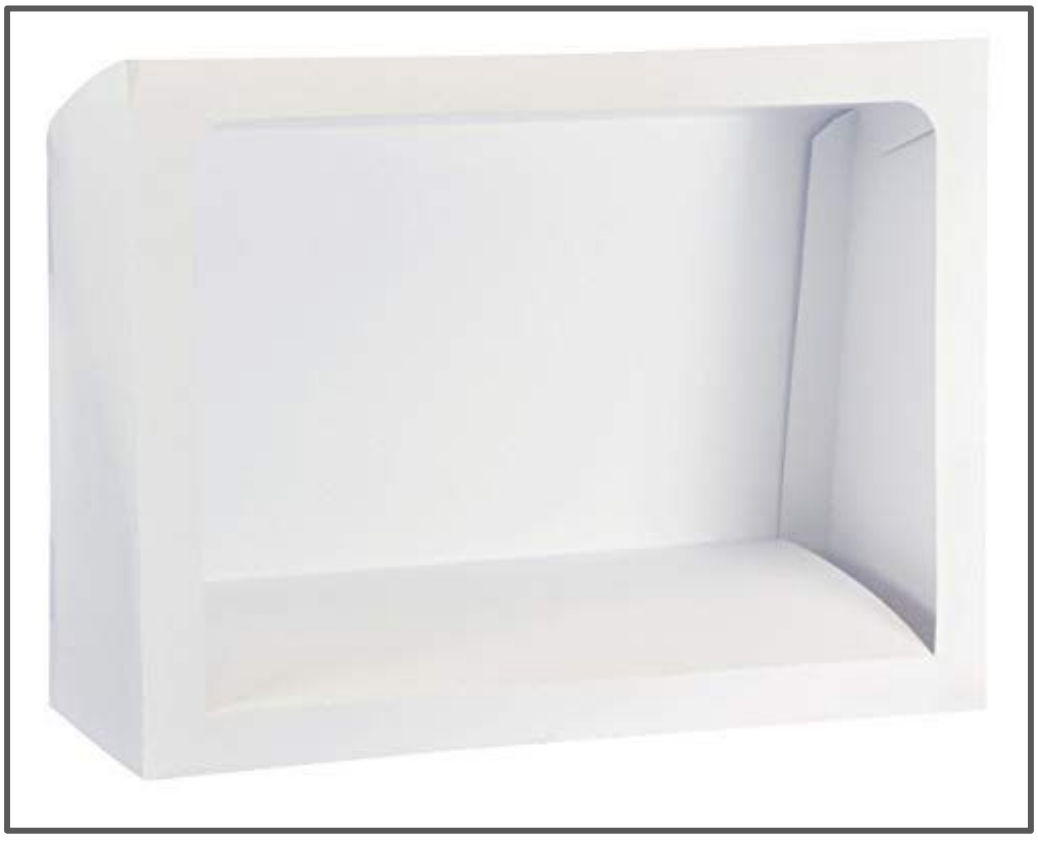
Multiplication Lapbook
Day One: Cut out and glue into lapbook.



Cut out each large square. Fold the triangles inward. After folding all of them down, cut carefully on the middle line of each triangle. On the outer triangle write the math fact. Lift up and write the answer on the opposite side.

Week One Art: Charlotte's Web Diorama Instructions

1. Begin by deciding how you would like to decorate the outside of your diorama. You are doing the outside only at this point.
2. Choose the materials you would like to use: crayons, markers, construction paper, popsicle sticks etc.
3. The outside decorating is your chance to be creative and show a little bit of yourself.
4. For example if this was my diorama (Mrs. Montoya) I would decorate it with coffee cups, 3 kids and bright colors like pink, purple and green because those are some of my favorite things.
5. Please make sure the entire outside is decorated in some way and have fun.



Week One Science: Pop Rock Experiment

1. Begin by making sure you have all your supplies: 1 bottle of sprite (don't drink the sprite just yet…), 1 balloon, 1 disposable 8oz cup, 3 packages of pop rocks.
2. Fill disposable cup with water. Open one package of pop rocks and pour half the package into the water. Go ahead and try some of the pop rocks that are left over in the package. What did you notice? Did the pop rocks seem to react to the water the same way they popped in your mouth?
3. Use a piece of paper and roll it to make a funnel. Open the 2nd package of pop rocks and empty the entire thing into the balloon.
4. Carefully remove the lid from your Sprite bottle and put the balloon on the opening. <u>Make sure the pop rocks don't spill into the soda just yet.</u>
5. Before you begin, what do you think will happen? Will the pop rocks react the same or different than they did with the water?
6. When you're ready, lift the balloon just a little to dump the pop rocks into the Sprite bottle.
7. What did you notice? Did they react how you thought they would? If not, why?

Pop Rock Science

Question:

What happens when you mix a bottle of clear soda (sprite) with a packet of pop rocks and put a balloon on the top of the bottle? Why?

Draw your experiment:

Prediction:

I predict

Conclusion:

My prediction was/was not correct. I observed that