

4th Grade Work for Week 1: March 30th- April 3rd

Hello Lincoln scholars and families! I have missed you a lot over these last few weeks and hope you are all staying safe and well in these difficult times. I have put together some work for students to complete over this week. I will be available online on ClassDojo and via email, daviese@sprinfieldpublicschools.com every weekday from around 10am- 3pm so please reach out with any questions or concerns you have about the work I assign.

Day 1- Monday

Vocabulary

This week's vocabulary words come from the book we will read this week, *Flight*, by Robert Burleigh. Practice learning these words by saying the definitions, and if you have index cards or post it notes at your house, write these words and their definitions out. There are questions that go with each vocab word, so write out each answer on a lined piece of paper.

- **Plunge**- dive or fall suddenly
 - **Vigilant**- watchful or alert, especially for possible harm or danger
 - **Dense**- thick or crowded
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1. In the book *Flight*, pilot Charles Lindbergh attempts to fly across the Atlantic ocean from New York to Paris. On page 8, it says, "A telephone wire stretches the far end of the field. To touch this wire will **plunge** the plane to the ground." Plunge means dive or fall suddenly.
 - a. At a swimming pool you might see someone **plunge** off the diving board into the pool. A kite might get entangled in a telephone wire and **plunge**, or fall, to the ground.
 - b. When have you **plunged** or see someone or something **plunge**?
 - i. I _____ and plunged _____.
 - ii. I saw _____ plunge when _____.
 2. When Lindbergh flew across the Atlantic ocean, he had to be extra **vigilant**, or, watchful and alert, because he no longer had the shoreline to guide him. When he was **vigilant**, he followed two compasses and the starts to navigate the plane.
 - a. Is Milton vigilant? State why or why not you think Milton is being vigilant.
 - i. At a picnic, Milton is in charge of his baby sister. He watches her constantly to see that she doesn't fall, put something in her mouth that he shouldn't, or wander off.
 1. Milton is/ is not being **vigilant** because...

- ii. Milton’s mother asks him to keep checking the rice cooking on the stove and stir it so that it doesn’t burn. He forgets and plays video games with his brother until the rice becomes inedible.
 1. Milton is/ is not being **vigilant** because...
3. On page 14 of *Flight*, it says, “He moves through dense, curling fog, lit ghostly white by the moon.” **Dense** means thick or crowded, Lindbergh was trying to fly through very dense, or thick, fog.
 - a. Sometimes we use the word dense to describe the plants in a rain forest or jungle.
 - i. What does a **dense** rain forest or jungle look like?
 1. A dense rain forest or jungle looks like...
 2. You might see a dense crowd at a football game. A dense crowd might sound like...
 - b. Based on what you know about the suffix *-er*, what do you think the definition of denser is?
 - i. I think denser means...

Reading

Unit 8, Week 1, Day 1

1. Start by watching the video of the read aloud of *Flight*, by Robert Burleigh.
2. This is a narrative nonfiction story about the journey of Charles Lindbergh, the first pilot who flew solo (alone) across the Atlantic ocean in May, 1927. When thinking about this story, practice using the following prompt: “The reason I think that is...” and finish the sentence with your thinking.
3. Answer the following questions on a lined piece of paper or type the answers on a word document after reading the story:
 - a. Who is telling the story? What makes you think so?
 - b. What is the plot of *Flight*? If you had to tell what happens in a few sentences, what would you say?
4. IDR- Individualized Daily Reading- 30 minutes
 - a. Use any online resource such as Sora.com or tumblebooklibrary.com to read a nonfiction text for 30 minutes.
 - b. After the 30 minutes is up, answer the following questions on your lined paper or word document
 - i. Why is it important to stop as you’re reading and ask yourself if you understand what you’re reading?
 - ii. How do rereading and reading ahead help you make sense of the text?

Writing

Opinion Writing Performance Task

Start by reading both articles “The Telephone” and “The Gasoline Powered Engine.” As you read, you should use the note-catcher to take notes about how these inventions changed peoples’ lives.

After reading the articles and taking notes, read the Student Directions, Part 1. You have already read both sources.

Tuesday, Day 2

Vocabulary

Week 25, Day 2: Reviewing words **plunge**, **vigilant**, **dense**

Answer the following questions on a lined piece of paper or typed on a word document.

1. What is something a vigilant babysitter would do?
 - a. A vigilant babysitter would _____ because _____”
2. Would you want to live in a place with a dense population? Why or why not?
 - a. I would/ would not want to live in a place with a dense population because _____”
3. What might cause a model airplane to plunge to the ground?
 - a. An airplane might plunge to the ground because _____”
4. Create a sentence using the words **plunge**, **vigilant**, and **dense**
 - a. **Plunge** sentence
 - b. **Vigilant** sentence
 - c. **Dense** sentence

Reading

Unit 8, Week 1, Day 2

The main focus of this reading unit is determining important, main ideas and supporting details that help readers understand what they read. You will practice these skills using the class mentor text, this week it is *Flight*, and then in your own independent reading.

***Optional to use Student Response book, pg. 82 for written responses (separately attached)

1. We are going to reread *Flight* today, and this time we will stop at 4 points during the story and practice thinking and writing about what we just read. Have a piece of paper and pencil or a word document ready while watching the second video of the read aloud of *Flight*, so you can engage in the Think and Write activity as we read. If you want, you can print out and use the Student Response Book, pg. 82, attached separately to record important ideas.
2. Watch video and take notes for Think and Writes (4 stopping points)
3. We will finish rereading the story and practicing Think and Writes in tomorrow's lesson.
4. IDR- Individualized Daily Reading- 30 minutes
 - a. Use online resource such as Sora.com or tumblebooklibrary.com to read a nonfiction text
 - b. At the end of the 30 minutes- answer following questions out loud to a parent or sibling-
 - i. What comprehension strategies did you use today during IDR? ("fix it up" strategies, rereading, reading ahead, asking questions about your reading, using text features, making inferences, visualizing, etc.)
 - ii. How does visualizing help you understand what you read today?

Writing

Start today's writing session by rereading the articles from yesterday, "The Telephone" and "The Gasoline Powered Engine." Go over your notes from yesterday, and reread the Student Directions for Part 1.

Next, open the Research Questions attachment and answer each one based on information from the text.

Wednesday, Day 3

Vocabulary

Week 25, Day 3

- **Uniform-** consistent, or always the same, also means all alike, or not different from one another
- **Alternative-** option or something you can have instead of something else
- **Dazed-** confused or unable to think clearly

1. On page 14 of *Flight*, it says, “The plane shimmers, moving up and down in the uniform blackness.” Uniform is the synonym of the word consistent, meaning always the same. When the author says that Lindburgh’s plane was moving through uniform blackness, he means the blackness of the sky was the same no matter where Lindburgh looked, there was not a glimmer of light.
 - a. What does it mean to say, I want the temperature in my bedroom to be uniform during the night?
 - i. To want the temperature to be uniform means....”
2. Another meaning of the word uniform is “all alike, or not different from one another”
 - a. Things that are uniform are alike in some way, such as the same color, height, shape or size. For example, eggs in a carton are uniform, or the same shape and size. Baseballs are uniform, or the same color, shape and size.
 - b. Look around your home to find things that are uniform (example- books on a shelf) What in your home is uniform? How is it uniform?
 - i. “_____ is uniform. It is uniform because...”
3. On pages 20- 21 of *Flight*, it says, “There’s no alternative but death and failure.” The word alternative means option, or something you can have or do instead of something else. Because Lindbergh was more than halfway through his journey at this time, he only had 2 alternatives: finish the flight to Paris, or crash the plane into the ocean.
 - a. What is an alternative to eating a cookie as a snack?
 - i. “An alternative snack to a cookie is....”
 - b. What is an alternative to riding your bike home after school?
 - i. “An alternative to riding your bike home after school is....”
4. On page 28 of *Flight*, after Lindburgh has just landed in Paris, it says, “Thousands of people are running toward the plane. For a moment, Lindbergh is dazed.” Dazed and confused are synonyms, meaning unable to think clearly. Lindbergh was dazed because he was very tired and surprised by the amount of people that were there.
 - a. When have you been dazed?
 - i. “I have been dazed when....”

Reading

Unit 8, Week 1, Day 3

1. Start by looking over the important ideas from yesterday, use Student Response book pg. 82 from yesterday if you want. What were some important ideas in the first part of *Flight*?
2. Watch video for Day 3 of rereading- starting on page 16- end of the story
3. Reflect on Think and Write activity- Practice giving reasons for your thinking by using the prompt and sharing aloud to a parent or sibling, “The reason I think this is...”

4. IDR- Individualized Daily Reading
 - a. Use any online resource such as Sora.com or tumblebooklibrary.com to read a nonfiction text for 30 minutes.
 - b. After the 30 minutes is up, answer the following questions on your lined paper or word document
 - i. What comprehension strategy did you use today?
 - ii. What happened in your book today? What did you learn?

Writing

Open the file, "Student Directions Part 2" and read it. Give yourself a full 70 minutes to plan and write your essay. You can hand write it or type it.

Thursday, Day 4

Vocabulary

Week 25, Day 4, reviewing words **uniform**, **alternative** and **dazed**

Write out the following exercises on a lined piece of paper or typed on a word document.

1. If your mother asked you to cut your little brother's chicken into uniform pieces, what does she want you to do?
 - a. "If she asks me to cut it into uniform pieces that means..."
2. If your friend is tired of playing basketball at recess and asks for alternatives, what is he asking you for?
 - a. "If my friend asks for alternatives to basketball, I would tell him..."
3. If your friend tells you that you look dazed, what does your friend mean?
 - a. "My friend means..."
4. For the next sentences, tell what the vocabulary word means in that sentence
 - a. Jill runs at uniform **pace**.
 - i. "In this sentence, pace means..."
 - b. The menu lists two **alternatives** for lunch.
 - i. "In this sentence, alternative means..."
 - c. Mr. Hernandez appears **dazed** after slipping on the ice and plunging to the sidewalk.
 - i. "In this sentence, dazed means..."
 - d. Three **uniform** houses sit side by side.
 - i. "In this sentence, uniform means..."

Reading

Unit 8, Week 1, Day 4

***Use Student Response Book pg. 83- 84 and “Excerpt from Flight 1” document, both separate attachments

1. Start by looking at the Student Response Book, pg. 83- 84, and read the excerpt. Underline this sentence: “And yet- he is about to attempt what no one had done before: To fly- without a stop- from New York to Paris, France. The important idea in this passage is that Lindbergh is about to do something that no one has ever done before.
2. Underline the following phrase- “Over 3,600 miles away.” This is a detail that tells more about Lindbergh’s flight- it tells the distance he was going to fly from New York to Paris, France. Facts, examples, or descriptions that tell more about the important ideas are called the supporting details.
 - a. What other supporting details in this passage support the idea that Lindbergh was going to attempt what no one had done before, to fly from NY to Paris?
3. Turn to Student Response book pgs. 83- 84 and read the excerpt. Underline an important idea and a detail that supports it in the text.
4. List of Reading Comprehension Strategies:
 - a. Using text features
 - b. Questioning
 - c. Recognizing story elements
 - d. Making inferences
 - e. Visualizing
 - f. Analyzing how texts are organized
 - g. Determining important ideas and supporting details
5. IDR- Individualized Daily Reading- 30 minutes
 - a. At the end of the 30 minutes, answer the question out loud to a parent or sibling,
 - i. What strategy did you use the most when you read today? How did it help you?

Writing

Continue to practice your opinion writing by stating something you strongly believe or know you can prove. You should spend about 35 minutes writing. If you run out of things to write about one topic, pick another topic and continue writing for the whole time. Here are a list of some possible opinion topics you could write about:

- If you could be a race car driver, an astronaut, or a president of a country, which one would you be and why?

- If you had a friend visit from another state, what would you show them in your city? What makes this place so special?
- Which season is your favorite and why?
- Name one class, club or sport that you wish was available at school.
- Who is your favorite book, TV or movie character? What is it about them that makes them the best?

Friday, Day 5

Vocabulary

Quiz yourself today- Do you know these words?

- **Plunge**- dive or fall suddenly
- **Vigilant**- watchful or alert, especially for possible harm or danger
- **Dense**- thick or crowded
- **Uniform**- consistent, or always the same, also means all alike, or not different from one another
- **Alternative**- option or something you can have instead of something else
- **Dazed**- confused or unable to think clearly

Take 5- 10 minutes to study the definitions and examples of the 6 vocabulary words from this week. Then, use each word in a sentence of your own without looking at the definitions. Write each sentence on lined paper or on a word document.

Reading

1. IDR- read independently using online or book you have at home- read for a full 30 minutes.
2. When 30 minutes is up, write about a main idea and supporting detail that you read about in your text today.

Writing

Continue practicing your opinion writing. You can continue adding reasons to the opinion you chose yesterday, or you can choose from this new list of opinions to write about. You should spend about 35 minutes writing. If you run out of things to write about one topic, pick another topic and continue writing for the whole time.

- We should not have a school dress code.
- Pets should be allowed in school.
- School break times should be longer.
- There should be no homework.
- The school day should be shorter.
- Children should be able to use cellphones in school.
- I should get a pocket money raise from my parents.
- I should be able to go to bed later.
- I should be allowed to have a pet (or another pet!).
- I should be able to stay at home on my own.
- I should be allowed sweets every day.
- Nobody should litter.
- Everyone should have to exercise every day.
- We should all grow our own vegetables.
- Smoking should be banned for everyone