



# Fourth Grade Math



4<sup>th</sup> Grade Math Week 3- Fluency

**4.NBT.B.4 Fluently add and subtract within 1,000,000 using appropriate strategies and algorithms.**

Solve  
 $1,326 + 2,795 =$

Solve  
 $21,550 - 1,955 =$

Solve  
 $9,782 - 3,891 + 2,715 =$

The table below shows the number of seats in two basketball arenas. How many more seats does Arthur Arena have than Griffin Fieldhouse?

Number of Seats	
Griffin Fieldhouse	22,826
Arthur Arena	44,750

The National Museum of African American History and Culture opened on Saturday, September 24, 2016.

- There were 11,733 people who visited on Saturday.
- 19,292 people attended on Sunday.

**How many people visited the NMAAHC that weekend?**



# Fourth Grade Social Studies

**\*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.**

**Videos for Task #1 and #3 are played within the KCS video lesson but links (if students have internet access) are also provided. Extended Your Learning activities must have internet access.**

- 4.22 Describe the experiences of settlers on the overland trails to the West, including the purpose of the journeys and influence of geography.
- 4.23 Examine the impact of President James K. Polk's view of Manifest Destiny on westward expansion.
- 4.24 Explain the significance of the California Gold Rush in westward expansion.

**Tasks:**

- 1) Watch the "Westward Expansion - The Settlers" video, read the Journal Entries and respond on the Journal Entry Chart.
  - "Westward Expansion - The Settlers" Video  
[https://www.gallopadecurriculum-com.filesusr.com/html/399c74\\_39fdaafba200e2b598bb06dfaec3782a.html](https://www.gallopadecurriculum-com.filesusr.com/html/399c74_39fdaafba200e2b598bb06dfaec3782a.html)
  - Oregon Trail Journal Entries  
<https://oregontrailcenter.org/pioneers-talk>
- 2) Color the Manifest Destiny Map and complete the timeline.
- 3) Watch "The Start of the California Gold Rush" video and complete the Decision Time Narrative
  - "The Start of the California Gold Rush" video  
<https://www.youtube.com/watch?v=QxekRM5-uMU>
  - Decision Time Narrative about Gold Rush

**Extending Your Learning:**

- Oregon Trail Game  
<http://fourthgradegeringerich.weebly.com/oregon-trail-game.html>  
This is an oldie but goodie online game. You take on the role of someone traveling on the Oregon Trail and have to make decisions to help you and your family reach the West. Your decisions will decide what happens along the way
- Analyze a print from the Gold Rush  
Closely analyze the "California Gold Diggers" lithograph depicting the Gold Rush in California using the "Analyze Analysis Worksheet Novice" to help guide you as you look closely at the print. Additional questions to ask yourself (use the back of the worksheet): What are you eyes drawn to when you first looked at the picture?; Why do you think the artist wanted your eyes to go their first?, List the differences that you see in the people (dress, facial expressions); Is everyone doing the same thing in the lithograph? (What are they doing? Why do you think they are not all doing the same thing?)  
  
Analyze "California Gold Diggers" lithograph by Kelloggs and Comstock -  
<https://herb.ashp.cuny.edu/items/show/1730>  
Analyze Analysis Worksheet Novice  
<https://www.archives.gov/files/education/lessons/worksheets/artwork-analysis-worksheet-novice.pdf>
- BrainPOP videos/activities/quizzes (during this time BrainPOP is offering a free trial subscription)
  - "Texas Revolution"
  - "Mexican-American War"
  - "Westward Expansion"
  - "Gold Rush"

Read each journal entry to determine one difficult thing that the pioneers experienced on their journey. Highlight and put a minus sign beside it. Determine one thing that the pioneers enjoyed or liked about their journey west. Highlight and put a plus sign beside it.

**John C. Fremont, August 1843**  
 Government explorer and settler, John C. Fremont viewed emigrants camped along the Bear River and made these comments

*Except from his Journal:*  
 July 7: "... a picture of home beauty that went directly to our hearts. The edge of the wood, for several miles along the river, was dotted with the white covers of emigrant wagons, collected in groups at various camps, where the smokers were sitting lazily from the fires, around which the women were occupied preparing the evening meal, and the children playing in the grass; and herds of cattle grazing about in the bottom, had an air of quiet security, and civilized comfort, that made rare sight for the traveller in such a remote wilderness."

**Polly Cook, 1852**  
 Polly's husband Thomas was already in Oregon when she started west in 1852 with her four year old daughter Corrella. Polly kept her thoughts and feelings in her journal as she crossed the plains with a group of her relatives.

*Except from her Journal:*  
 July 18: "... reached Bear river valley tonight & and camped one half mile from Smiths fork. We were visited by Indians of the oldest her of any I have ever seen.  
 July 22: Camped about 10 o'clock on Bear river for the purpose of lying over for a few days to rest our cattle who are very much jaded. Mr. Fleming one of our Co. lost a very nice ox last night ...  
 July 26: Left our camp on bear river very much recruited both ourselves & teams, & passed on to Thomas' Fork.  
 July 28: Reached Soda or Bear Springs\* and camped near them. Several of us visited them. They were a great curiosity."  
 - Covered Wagon Women: Diaries and Letters from the Western Trails, 1852. THE OREGON TRAIL.

**Joseph Goldborough Burff, 1849**  
 Joseph Goldborough Burff, captained the Washington City Company wagon train in 1849. By July, he was completely disgusted, discouraged and disappointed with his company, but was very pleased upon reaching the Bear River - so pleased that he caught several fat black mice and made a mouse pie.

*Except from his Journal:*  
 August 12: "After dinner the Panaks came (Bannock Indians) again. They spoke several words of English. A party of these chaps; a young man on a very fine pony, a youth and an old man of a fat black mule, and a middle aged squaw on a mare. - They offered the squaw to us for a copper powder flask. Healed the seals, and caught a number of suckers and trout. Captured several fat black mice and had a pie. - This broad bottom, for miles is the scene of animated life, enough to make one forget it is a wild country upwards of a thousand miles from our western frontier. - Band of oxen and mules grazing about, and cows among them, the tinkling of their bells, improving the semblance to a domestic scene. The bushes and grass covered with washed clothes; men, in groups conversing or reading; others rambling across the meadows and hillsides; and some bathing, fishing and gaming  
 A man and his wife, with ten pails, went from an adjacent camp, over the plain a mile, to a band of cattle, and returned with their buckets full of milk. - A delightful, lively scene, - only needed 2 or 3 cottages to complete the picture. The beautiful evening was enlivened with instrumental and vocal music."

**Enoch Conyers, 1852**  
 Enoch Conyers, like so many others was impressed with the Bear River Valley's fine grass and potential for farm land.

*Except from his Journal:*  
 July 21: "On the bottoms of the Bear river is found the best grazing we have had on the whole journey. If this country were ever settled fine farms could be had here."

What do you think would be the most exciting part that the pioneers experiences in their journey west? Explain.

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**Abigail Jane Scott, 1852**  
 Abigail Scott traveled the trail with her family that included nine siblings, her father, Tucker Scott, assigned each older child specific duties for the trip. Abigail was given the task of keeping the family wagon for crossing the two bridges. During the afternoon our road was over the mountains and were quite slippery in consequence of light showers which fell at intervals during the day. We encamped near the Bear River and fired good grass. The mosquitoes are troublesome in the extreme; passed four ground by the tent or near a wagon wheel with her book in her lap, while her father would give her "commands to keep the Dairy correct." Often she was just too weary to write.

*Except from her Journal:*  
 July 16: "... We traveled through the Bear River Valley in the forenoon: This valley is one of great beauty being covered with good grass with mountains behind, before and on either side in plain view with groves of fir trees nodding at their top; (and spots of snow visible in many places) This (valley) is tolerably fertile and looks as if it might be well adapted to raising wheat. At half past two o'clock we came to two toll bridges built across a stream known as Thomas's fork of the Bear River; They charges us one dollar per wagon for crossing the two bridges.  
 During the afternoon our road was over the mountains and were quite slippery in consequence of light showers which fell at intervals during the day. We encamped near the Bear River and fired good grass. The mosquitoes are troublesome in the extreme; passed four ground by the tent or near a wagon wheel with her book in her lap, while her father would give her "commands to keep the Dairy correct." Often she was just too weary to write.  
 - Covered Wagon Women: Diaries and Letters from the Western Trails, 1852. THE OREGON

**J.T. Kerns, 1852**  
 J.T. Kerns, a young farmer heading to Oregon, saw the Bear River Valley as potential farmland.

*Except from his Journal:*  
 July 18: "Traveled up Thomas' fork of the Bear river; twelve miles to the ford and encamped on the west bank. Country nice and streams full of fish. Some good farms might be made along here, as the valleys are rich and the mountains high enough to preserve an evenness of temperature and supply of sufficiency of timber.  
 July 19: "This day drove 25 miles over a mountainous, picturesque country, possessed of rich valleys, beautiful springs, and streams abounding with fish. Timber is, however, scarce far to supply the demands of a farmer."

**Marie Beshaw, July 1853**  
 Merla and George Beshaw of Indiana, were like thousands of other American families who made the epic overland journey to establish a new life in the Willamette Valley of Western Oregon.

*Except from her Journal:*  
 July 19: "Came to Thomas Fork at noon - good feed here. ... we came to the spur of the mountain as the guide calls it. ... We were all afternoon going up and coming down. A spring on the mountain to left of road. Traveled down the valley till noon. Camped 50 rods from River, one mile from the road to left. Good feed. Traveled 22 miles."  
 July 20: "Traveled down the valley, the river and mountains on the left a portion of the valley and green covered mountains on right. ... Good level roads cool day. The sick better. Passed 2 dead cattle 1/2 mile from road one mile from river. ..."

What do you think would be the most difficult part that the pioneers experiences in their journey west? Explain.

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4th Grade Social Studies  
Westward Expansion



Color each expansion in a different color. Then complete the timeline of our achievement of Manifest Destiny.

**YEAR**

**EXPANSION NAME**

1776

Original Thirteen Colonies

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





# Fourth Grade

## ELA

## 4.ELA.Week 3

**There will be a short video lesson of a Knox County 4<sup>th</sup> Grade Teacher to accompany this text available on the KCS YouTube Channel and KCS TV.**

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts. In this activity packet, your child will have the chance to do just that as they work to solve a mystery.

First, your child will encounter a letter introducing them to the idea of becoming a "Super Sleuthhound." You can discuss the picture clues – camera, keys, flashlight, compass. Think about how these things might be tools for a detective or sleuth.

In this week's text, your child will be looking for specific clues about:

**TOPIC:** Mysteries and Puzzles

**ESSENTIAL QUESTION:** Why do animals behave the way they do?

Before reading, ask your child if they've ever noticed a specific animal's behavior? If so, why do they think the animal behaves this way? If they read last week's text, remind them that they're reading about different mysteries and puzzles. Last week they explained why you can't always believe what you see. Tell them as they read this week, they'll be looking for clues to explain why animals behave the way they do.

You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

At the end of the text, there is a "Be a Sleuth" section containing questions to discuss and write about the text.

- Look for Clues – You may ask your child to underline evidence for this question or you can discuss what skills or training is needed to work with animals. Be sure that students refer back to the details in the text. Also, refer back to the essential question – Why do animals behave the way they do?
- Ask Questions – This question is always a good question to discuss. As your child generates a question, you may choose to add a question you have as well. If your child struggles to ask a question, you may make a question as a model and then create one together. They can also research to find the answers to their questions.
- Make Your Case – This question is a written task. Your child should be able to write a paragraph that states their opinion, supplies reasons or evidence to support their opinion, and ends with a conclusion or closing statement. They can also create an illustration of their writing.

Suffix: a meaningful word part added to the end of a word

There are multiple suffixes that mean *someone who*.

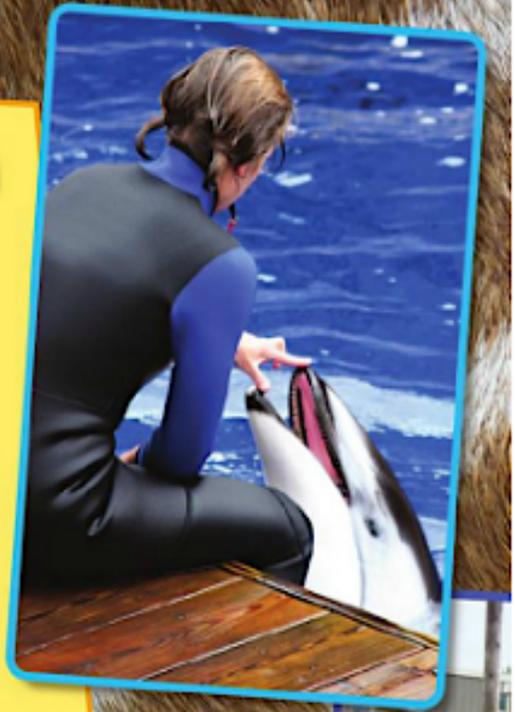
Examples: -er, -or, -ist, and -ian

Inference: an idea based in the information the author is giving us and our prior knowledge

# Becoming an **ANIMAL EXPERT**

Do you like animals? Are you curious about why they do the things they do? If you answered "Yes" to these questions, you might make a good scientist some day.

There are many scientists who specialize in the study of animal behavior. These scientists go by many names: doctor, curator, researcher, trainer, zoologist, biologist, and veterinarian, just to name a few.



To become an animal behavior scientist, you must go to college to learn as much as you can about animals. In fact, most animal behavior jobs require advanced degrees, which means you may have to go to college for more than the usual four years. Becoming an animal behavior specialist takes a lot of studying, hard work, and good grades.

When you're done with your studies, you might become a professor at a college. Here you might teach classes, research animals, and write articles explaining what you've discovered about these animals.

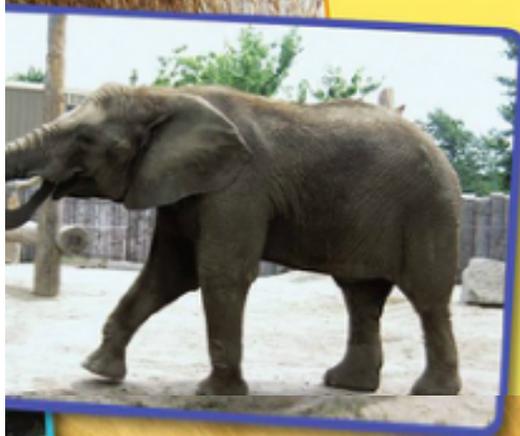
You might become a veterinarian, or animal doctor. Vets take care of many different kinds of animals. You might even go to work for a company that makes products for animals, such as food or medicine.



Other animal behavior specialists go to work at zoos, aquariums, or nature preserves. They figure out the best ways to care for and study the animals that live there.

Take a look at some famous animal behavior specialists. Charles Darwin (1809–1882) was a scientist who became famous for his study of how animals evolve, or change over time. Rachel Carson (1907–1964) was a well-known American ecologist and marine biologist. Jane Goodall (1934– ) is a famous animal behavior scientist. She is best known for her study of chimpanzees in Africa. Steve Irwin (1962–2006) was another well-known animal expert. He ran a zoo in Australia and was famous for his knowledge of crocodiles. These scientists understood and continue to understand that all living creatures are linked together on our planet.

All around the world—in oceans, jungles, deserts, and labs—scientists like these are making new discoveries about all kinds of animals. Maybe someday you will be one of them too!



## SLEUTH WORK

**Gather Evidence** What skills and training are needed to study and work with animals? Write down evidence to support your answer.

**Make Your Case** Do you think you would make a good animal behavior scientist someday? Write at least five sentences that support your opinion.

**Ask Questions** Working with a partner, take turns interviewing each other for a job that requires working with animals. What questions would you ask?

## Extension Activities for “Becoming an Animal Expert”

Can you work through some of these to get 3 in a row like Tic Tac Toe?

<p><b>GATHER EVIDENCE</b> <i>Morphology:</i></p> <p>Suffix hunt Find all the words in the text that have a suffix that means “someone who” and sort them by suffix.</p> <p>Challenge: Look for other words that contain those suffixes throughout the week.</p> <p>-ist, -er, -or, -ian</p>	<p><b>ASK QUESTIONS</b> <i>Interview:</i></p> <p>Think of a person who works with animals. Create at least 5 questions to interview them. Use what you learned from <i>Becoming an Animal Expert</i>.</p> <p>Challenge: Have someone in your home pretend to interview you, the animal expert, using your questions.</p>	<p><b>GATHER EVIDENCE</b> <i>Parts of speech:</i></p> <p>Noun Hunt (person, place, thing, or idea)</p> <p>Sort into common and proper nouns.</p> <p>Challenge: Find any pronouns (nouns that replace nouns) and identify who/what they are replacing.</p>
<p><b>MAKE YOUR CASE</b> <i>Opinion:</i></p> <p>Do you think you would make a good animal behavior scientist one day? Use evidence from the text to support your opinion.</p> <p>Reminder: Think OREO - Opinion, Reasons, Evidence, and Opinion.</p>	<p><b>PROVE IT</b> <i>Research:</i></p> <p>Reread paragraph 7. Choose one of the famous animal behavior specialists to research with an adult. Create a visual or poster of what you have learned.</p>	<p><b>PROVE IT</b> <i>Summary:</i></p> <p>Infer what type of person would become an animal expert. Use text evidence to support your inference.</p>
<p><b>GATHER EVIDENCE:</b> <i>Research:</i></p> <p>Several zoos offer animal video streams:</p> <ul style="list-style-type: none"> <li>● Cincinnati Zoo</li> <li>● Monterey Bay Aquarium</li> <li>● Explore.org (live nature cams)</li> <li>● Smithsonian National Zoo</li> </ul> <p>Watch some animals and make observations about their behaviors and habitats.</p>	<p><b>MAKE YOUR CASE:</b> <i>Record yourself:</i></p> <p>Using someone’s phone, ipad, computer, etc.:</p> <p>Record yourself advertising animal experts and try to persuade others to become animal experts.</p>	<p><b>PROVE IT:</b> <i>Science Connection:</i></p> <p>Paragraph 7: “These scientists understood and continue to understand that all living creatures are linked together on our planet.”</p> <p>Create a food web that contains an animal you have read about recently. Be sure to include <b>at least 5</b> examples.</p>



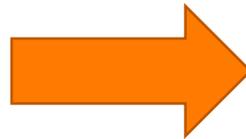
# Fourth Grade Science

# Fourth Grade Science- Week 3

## Weathering- A follow up lesson from week 2



### Can Water Break Rock?



**Essential Question:** What causes cracks in the street and sidewalk?

**Directions:** You will conduct an investigation to determine if water can break rock.

**Make a Prediction:** Knoxville interstates get lots of potholes each winter. How do you think potholes are created on the road each winter?

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**Carry Out an Investigation with Adult Supervision:**

- 1) Collect 1 plastic container or water bottle with lid.
- 2) Fill the container all the way to the top. Put on the lid.
- 3) Put it in the freezer overnight.

What happened when the water in the container froze? \_\_\_\_\_

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**Ice Wedging-** a crack in the ground formed by the expansion of water as it freezes. Why do you think most potholes happen in the winter?

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You can share your investigation with us by tweeting a picture to @KCSScience