Student Name _____ Teacher _____

Landis Elementary 4th Grade Virtual Learning

~ Day 1 ~ Verification Sheet

Submit this verification form & completed work to your classroom teacher

Activity	Maximum Time	Actual Time Spent	Parent Signature	Teacher Verification
Reading Activity	30 minutes			
Reading Skills Activity	10 minutes			
Math Facts/Moby Max	15 minutes			
Math Skills Practice Worksheet	30 minutes			
Art Activity	20 minutes			
Writing Activity Prompt	20 minutes			
Writing Grammar Skills	15 minutes			
Independent Reading - Extra reading time	20 minutes			

Independent Reading – Students are encouraged to spend 20 minutes a day reading independently over and above assigned times.

Moby Max – Students may access the Moby Max using the following website: www.mobymax.com

Spelling City – Students may access help in spelling and spelling activities. www.spellingcity.com

Pearson Envision Math – Math activities accessible here. www.pearsonsuccessnet.com
Art – Students may explore and create by going to: www.crayola.com or www.artsmartindiana.org
Typing Web – Students can complete keyboarding practice: www.typingweb.com

Teachers are available for student questions from 8:00 until 3:10. If your students have any questions about their assignment, they are welcome to email their teacher to help them.

Mrs. Miley – mileyk@lcsc.k12.in.us
Mrs. Leonard – leonarda@lcsc.k12.in.us
Mrs. Scott – scottm@lcsc.k12.in.us
Mrs. Williams – williamsj@lcsc.k12.in.us
Mr. Dominick – dominickg@lcsc.k12.in.us
Miss McKinzie – mckinziea@lcsc.k12.in.us
Mrs. Peattie – peattiec@lcsc.k12.in.us
Mrs. Bennett – bennette@lcsc.k12.in.us

To find your activities online, please go to:
www.lcsc.k12.in.us and click on Virtual Learning or to the Landis website. Any password questions may be answered by calling our office at 574-722-LION (5466) or contact the teacher at their above email address for any questions on your passwords. Thank you for your flexibility and support as we work through our Virtual Learning!

GRAMMAR SKILLS REVIEW
DAY TWO

Capitalization

jack frost works at logan ice on cicott street.

Punctuation

Yes Ill have a cup of steaming hot chocolate

Parts of Speech: Verbs

write the correct contraction:

have not _____ we are _____ they have _____

Sentence Types

determine the sentence type:

Are you happy and excited about the upcoming snowstorm?

Combining Sentences

An Arctic parka is in the closet.
The parka is red and blue.

An Engine Without Brakes

By ReadWorks

Alex awoke under a pile of his own dirty clothes. As always, the process was slow.

According to Alex's mother, Alex was "just not a morning person." According to his father, it just took him a little while to "start up his engine," like their car did during the wintertime.

Alex could smell eggs and cheese being transformed into omelets downstairs. He let the smell carry him out of bed and down to the table, where his father plopped down a huge plate of food, just for him.

This new diet, one packed with protein, was supposed to help Alex do better in school. Because for as long as he could remember, Alex had been like the kind of car that ran and ran and never stopped, once it was finally warmed up -- especially after a big bowl of sugary cereal. Which was a problem when it came to school.

Alex hated school. He felt imprisoned at a desk for eight hours a day, fighting the unbearable urge to burst into action and buzz around the room. Alex felt much like he did when he was driving with his Uncle Nate. Uncle Nate had a bright-yellow V8 convertible and liked to tear around town in it with his favorite nephew. Whenever they pulled up next to another car at a red light, Uncle Nate would make the engine roar in order to make Alex laugh.

"RRRRrrrrRRRR!" growled the engine, as if it hated being kept in place when all it wanted to do was *just go.*

"RRRRrrrrRRRR!" Alex would sometimes growl to himself when he felt restless, imagining himself as a little car with a big engine, parked at a stoplight.

"RRRRrrrrRRRR!" he growled now to himself at the breakfast table, imagining his engine filling up with good fuel and beginning to warm up.

Though it startled his parents sometimes, they didn't mind him sitting there and growling. Because before, he didn't just stay parked in his seat like he was now. Before he started trying to sit still more often, he would *just go*, like his uncle's car did when the light finally turned green. He would race off to school so fast that he'd leave his homework behind, or race home *from* school so fast that he forgot to take his books. He'd even race around during the middle of school assemblies or tests. And usually, he'd run into someone else along the way. Sometimes, he would knock something over, like a building made of blocks that his classmates had created in the corner.

"Not again, Alex!" someone would always yell.

Lately, Alex had been realizing that that his unstoppable engine was also making life harder for *him*, not just other people.

For example, his teachers had begun to seat him away from other students, in the front of the room, where he couldn't goof off.

Playmates he'd had since preschool had begun to avoid him.

His parents understood how hard it was for him to control his engine. Yet they were beginning to worry about what would happen to him later in life. Could he handle high school? Get into college? Have a job one day?

Finally, Alex's teacher, Ms. Jackson, had invited his parents to a "behavior conference" where they talked about how hard it was for Alex to stay parked. They all agreed that something needed to change. They needed to think of some ideas to help Alex.

First, Alex suggested that maybe they send him to a country with no schools, so he wouldn't have to sit down so much. His parents smiled, but said that this idea probably would not work.

Then, Alex's parents looked online. They saw articles that said that it might help him to eat less sugar. Sugar made him "bounce off the walls," according to his parents, so they switched his breakfast to eggs.

Next, his teacher got him a squishy ball to hold in class. She had seen some other teachers use this with their students. She said that sometimes having something to play with or doodle on could actually help some kids stay focused.

After that, they met with the school counselor, whose job it was to think of good ideas

to help kids who were having problems in school. The counselor suggested that Alex be given two sets of books, one for home and one for school. If his engine revved up after school and he took off without them, he wouldn't fail to do his homework.

Finally, his parents took Alex to see a doctor. Dr. Kagan said she had met a lot of kids like Alex before. She wasn't surprised to hear that he was having trouble staying put. It was just the way he was wired, she said. Kids like him were just born with a brain and a body that were all engine and no brakes, and it took time for them to learn to slow down. In fact, said the doctor, some scientists even thought that you could rewire your insides to act differently if you practiced good habits over and over on the outside, like a mechanic working on his own car to make it run better.

Dr. Kagan also told him that if he was really having big problems, she could give him some special medicine to help them put on the brakes. Alex had never known this was possible. However, she said, he would have to take a test to be sure that he needed the medicine. And because his parents, his teacher and his counselor were all trying such good ideas with him, they needed to give him time to see if he could make it work.

As they left the doctor's office, Dr. Kagan gave him one last piece of advice.

"Remember, driving isn't just about getting to where you're going as fast as you can," said the doctor. "It's also a good time to notice the scenery, listen to music, and talk to your friends. If you aren't going slowly enough to do that, you're going to miss the best things in life."

Over the next few weeks, Alex practiced slowing himself down. Instead of saying "RRRrrrrRRRRR!" all the time, he thought about the sound of brakes, slowing down the speed of a bicycle or a car ("Skreek!").

As he continued to put on his imaginary brakes, rather than getting up each period to knock over blocks, he was also noticing that other people's actions were changing too. Teachers spoke more softly to him, because they could see he was listening. Girls let him stand next to them in line, because they weren't afraid he'd knock them over like the blocks. His mom didn't yell at him so much, because he wasn't losing his homework each day.

Maybe there's still hope for me, Alex thought, shoveling the rest of his fuel--er, eggs--into his mouth. *Maybe school will feel fun for me one day.*

Alex still had his doubts, but he slipped on his backpack anyway, and headed for the bus, trailing crumpled up homework papers behind him in his wake, and growling "RRrrrrrRRRRrrrr!" all the way down the street.

Name: _____ Date: _____

1. What is Alex's new, protein-packed diet supposed to do?

A give Alex more energy to work
B help Alex do better in school
C help Alex remember his books
D help Alex to build muscles

2. What main problem does Alex face?

A He has trouble sitting still.
B He has trouble reading.
C He has trouble making friends.
D He has trouble eating sugar.

3. Alex's behavior causes problems for the people around him. What evidence from the passage supports this conclusion?

A Sometimes Alex races off to school and leaves his homework at home.
B Sometimes Alex races home from school and forgets his books.
C Alex's teachers sit him in front of the class so he can't goof off.
D When Alex races around school, he usually runs into people.

4. Why does Alex have trouble sitting still at school?

A because he eats too many sugary foods
B because that is just how his brain is wired
C because he likes to misbehave and cause trouble
D because he is not as smart as other students

5. What is this passage mostly about?

A Alex is hyper when he eats sugary cereal, so now he eats eggs.
B Alex meets with his teacher and his parents to discuss his behavior.
C Alex has trouble sitting still, but is making some progress.
D Alex likes driving with his Uncle Nate in his V8 convertible.

6. Read the following sentence: "Because for as long as he could remember, Alex had **been like the kind of car that ran and ran and never stopped**, once it was finally warmed up -- especially after a big bowl of sugary cereal."

Why does the author say that Alex is "**like the kind of car that ran and ran and never stopped**"?

A to show how busy and energetic Alex is
B to show that Alex really likes fast cars
C to show that Alex knows how to slow down
D to show that Alex is a very fast runner

7. Choose the answer that best completes the sentence below.

Alex has trouble sitting still at a desk for eight hours a day, _____ he does not like school.

A for example
B but
C initially
D so

8. What does Alex do when he feels restless?

9. How does the doctor explain why Alex has trouble staying put?

10. In the passage, the author uses different car and engine metaphors to describe Alex. Give an example of how Alex is compared to a car or an engine, describe what the comparison means, and explain what it says about Alex's behavior.

Name:_____ Date:_____

Similes - Elementary School

Sentence Unscramble

Unscramble the sentence by writing the words in the correct order in the space provided.

1) sneaky a boy is like fox sly the _____

2) as boy is smart as tack sharp a the _____

3) as as am bird a vacation, on i free _____

4) as mom bee busy active as a the is _____

5) day the as as was plain answer obvious _____

6) fluffy button as cute my a as is dog _____

7) boy the tired out light a like went _____

8) owl old an man as as the is wise _____

9) calm cool cucumber as is a the girl as _____

10) dress as snow the as bride's white is _____

Math Facts

Name: _____ Date: _____

12 − 3	14 − 8	10 − 3	63 ÷ 7	56 ÷ 8	5 + 7	3 + 8	2 + 8
9 × 4	1 × 3	8 ÷ 2	3 × 2	7 + 2	6 + 2	21 ÷ 3	4 × 6
7 × 3	9 × 4	3 ÷ 3	10 ÷ 5	1 + 5	7 × 9	6 ÷ 1	2 + 7
9 + 4	6 − 1	3 × 1	2 × 5	3 × 8	8 + 6	1 + 8	4 × 9
6 + 3	9 × 5	9 + 1	2 ÷ 1	2 + 5	4 + 7	5 + 8	8 + 5

12 ÷ 2 =	8 + 2 =	10 − 6 =	13 − 7 =	30 ÷ 5 =	8 − 5 =
3 + 2 =	5 − 1 =	6 + 3 =	10 − 3 =	30 ÷ 5 =	8 ÷ 8 =
9 × 8 =	10 − 2 =	8 − 5 =	5 − 1 =	4 × 8 =	13 − 7 =
3 × 5 =	6 × 3 =	14 − 5 =	13 − 6 =	10 − 6 =	6 − 2 =
5 − 2 =	9 × 5 =	8 − 2 =	6 ÷ 1 =	12 ÷ 3 =	9 − 2 =
3 ÷ 1 =	9 + 2 =	35 ÷ 5 =	9 × 1 =	3 − 1 =	49 ÷ 7 =
16 ÷ 4 =	2 ÷ 2 =	12 − 4 =	6 + 9 =	8 + 6 =	10 − 8 =
6 × 6 =	5 × 6 =	6 + 1 =	9 + 6 =	5 − 4 =	6 × 2 =
5 × 1 =	17 − 8 =	7 × 2 =	24 ÷ 6 =	2 × 1 =	8 × 5 =

1. 2,016 + 4,552 = _____

   3,344 – 1009 = _____

2. 667 + _____ = 734 954 - _____ =251

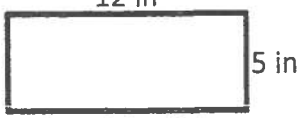
3. 39, 34, 29, 24, _____, _____

4. If it is 6:15, what time will it be in 45 minutes? _____

5. If 8 – 6 = 2, then 80 – 60 = _____.

6. Hilda was selling the bracelets she made at the fair. Each bracelet was $4.00. By the end of the day, she had made $48, but she still had 15 bracelets left. How many bracelets did she start with?_____

1. Is this angle acute, right, or obtuse? _____



2. Perimeter: _____ Area: _____

3. If 30 – 15 = 15, then 300 – 150 = _____.

4. Kendall made a goal to read 20 pages a day and she has stuck with it. How many pages has she read after 40 days of reading?_____ If it takes her 2 minutes to read one page, how long does she read each day?_____

1. 6 x 9 = _____ Fact Family:

2. List all of the factors for 20:

3. Round 2,313 to the tens place: _____

4. (6 x 3) + 5 = 35 - n n = _____

5. If 16 – 4 = 12, then 160 – 40 = _____.

6. Miguel and Tom were arguing on whether a square was always a rectangle or if it was only sometimes a rectangle. Miguel thinks it is always and Tom thinks it is only sometimes. Who is right? Why?

_____

1. 7 x _____ = 28 2. 56 ÷ _____ = 8

3. What is the place and value of the bold digit? 53**8** _____

4. 818 ◯ 881

5. Decompose 7 x 3 to make it easier.

6. Janie is more than 20 years old and less than 60 years old. You can count by sevens to reach her age. Next year you will be able to count by fives to reach her age. How old is Janie?_____

1. 72 ÷ 8 = _____ Fact Family:

2. This figure is a(n) _____.

How do you know? _____

_____

3. If 13 – 8 = 5, then 130 – 80 = _____.

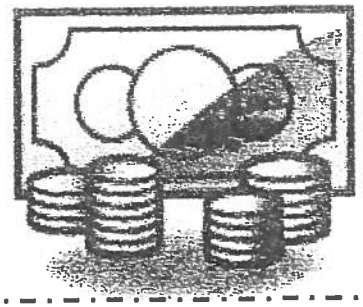
4. The new PlayStation game that John wants costs $57.65. John received $10.00 for doing some extra chores. If John can save an additional $4.00 a week, how many weeks does he have until he can afford the game?_____

Challenge Problem

(Try this problem if you finish early)

How many ways can a $5 bill be changed into quarters, dimes, or a combination of quarters and dimes?

_____



My Snow Day Journal...

How do you build the perfect snowman? What materials will you need to use? What steps will you need to take to build your snowman?

4th Grade ELearning Art Activity #1

Name _____

Date_____

Classroom Teacher _____

Directions: Choose whether you will do the online activity or the paper and pencil.

1. Go to http://www.artisancam.org.uk/ Explore and have fun creating!

OR

2. Finish the drawing on the back of this assignment page. What do you see yourself doing or looking like in 25 years? Use details in your drawing. Ask someone at home if they can tell what you are doing. Label as necessary. Be specific! Have fun!

What do you see?