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What Should Fourth Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

Literacy

- ▶ **Read** and **answer questions** about **texts**.
- ▶ Determine the **themes** of **texts**.
- ▶ Compare and contrast **points of view**.
- ▶ Know and use various **text features**.
- ▶ Identify the **main topic** and **key details** of a text.
- ▶ Use **details** and **examples** from a text to **explain meaning**.
- ▶ Write **informative** and **opinion** paragraphs and **narratives**.
- ▶ Practice reading and writing **spelling words**.
- ▶ Use correct **capitalization** and **punctuation**.
- ▶ Identify and use **proper** and **common nouns**.
- ▶ Identify and use **verbs** and **adjectives**.
- ▶ Identify **prepositional phrases** and **articles**.



¿Qué deberían saber los estudiantes de cuarto grado?

¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre **textos**.
- ▶ Determinar los **temas** de los **textos**.
- ▶ Comparar y contrastar **puntos de vista**.
- ▶ Conocer y usar distintas **características del texto**.
- ▶ Identificar el **tema principal** y los **detalles clave** de un texto.
- ▶ Usar **detalles** y **ejemplos** de un texto para **explicar** un **significado**.
- ▶ Escribir párrafos **informativos** y de **opinión**, y **narraciones**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Usar correctamente las **mayúsculas** y la **puntuación**.
- ▶ Identificar y usar **sustantivos propios** y **comunes**.
- ▶ Identificar y usar **verbos** y **adjetivos**.
- ▶ Identificar **frases preposicionales** y **artículos**.

Mathematics

- ▶ Write numbers in **standard**, **expanded**, and **word form**.
- ▶ Fluently **add**, **subtract**, **multiply**, and **divide**.
- ▶ Estimate and measure **liquid volume** and **lengths** of objects.
- ▶ Tell **time** to the nearest **minute**.
- ▶ Calculate **area** and **perimeter**.
- ▶ Express numbers as **fractions** and **decimals**.
- ▶ List **factors** of numbers.
- ▶ **Round** numbers to the **nearest 10**, **100**, and **1,000**.
- ▶ Use **strategies** to solve **word problems**.
- ▶ Use and interpret **charts** and **graphs**.
- ▶ Identify **lines of symmetry** in **polygons** and their **attributes**.
- ▶ Add fractions with **common denominators**.



Matemáticas

- ▶ Escribir números en **notación estándar**, **expandida**, y **en palabras**.
- ▶ **Sumar**, **restar**, **multiplicar**, y **dividir** de manera fluida.
- ▶ Calcular y medir **volumen** de un **líquido** y **longitud** de los objetos.
- ▶ Decir la **hora** al **minuto** más cercano.
- ▶ Calcular **área** y **perímetro**.
- ▶ Expresar números como **fracciones** y **decimales**.
- ▶ Hallar los **factores** de los números.
- ▶ **Redondear** números a la **decena**, la **centena** y el **millar más próximos**.
- ▶ Usar **estrategias** para resolver **problemas verbales**.
- ▶ Usar e interpretar **tablas** y **gráficos**.
- ▶ Identificar **ejes de simetría** en los **polígonos** y sus **atributos**.
- ▶ Sumar fracciones con **denominadores comunes**.

Guiding Questions

Unit 1: Going Green
How can we get energy from nature?

Unit 4: Making Decisions
How can we make good decisions?

Unit 2: Transportation through Time
How has transportation changed over time?

Unit 5: Habitats and Ecosystems
How do animals survive in their ecosystems?

Unit 3: Winter
What makes winter unique?

Unit 6: Myths and Fables
What can we learn from myths and fables?

Preguntas orientadoras

Unidad 1: Ser verdes
¿Cómo podemos obtener energía de la naturaleza?

Unidad 4: Tomar decisiones
¿De qué manera podemos tomar buenas decisiones?

Unidad 2: El transporte a través del tiempo
¿Cómo ha cambiado el transporte a través del tiempo?

Unidad 5: Hábitats y ecosistemas
¿Cómo sobreviven en sus hábitats los animales?

Unidad 3: Invierno
¿Qué características singulares tiene el invierno?

Unidad 6: Mitos y fábulas
¿Qué podemos aprender de los mitos y las fábulas?

Climate Change

by Shelly Buchanan

Earth is warming up. Earth's **average** temperature has risen one full degree. That might not sound like much, but it can affect Earth's oceans, land, plants, and animals. This is known as *climate change*.

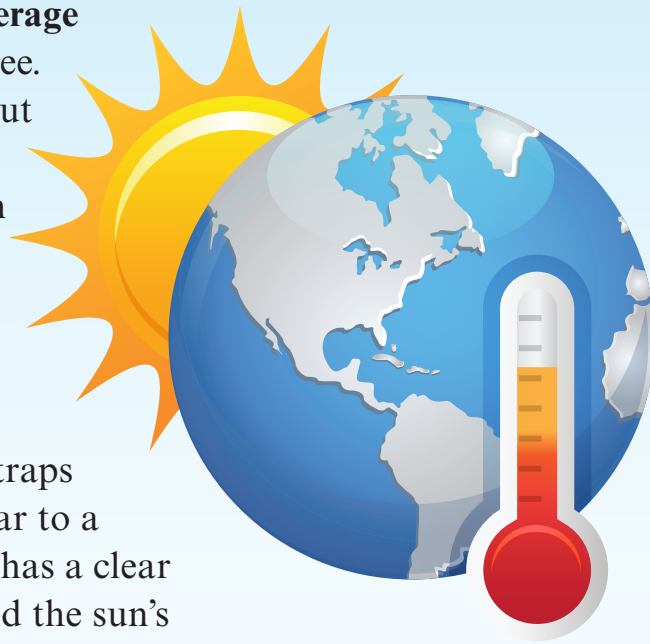
One reason Earth is heating up is the **greenhouse effect**. This is a process that happens in nature. Carbon dioxide in the **atmosphere** traps the sun's heat in a way that is similar to a garden greenhouse. A greenhouse has a clear roof and walls. Sunlight enters, and the sun's warmth gets trapped. This makes the air inside the greenhouse warmer than the air outside. Plants **thrive** in this warmth.

Earth's atmosphere acts like the roof and walls of a greenhouse. The sun's rays stream through the atmosphere. They warm the land and oceans. Greenhouse gases in the atmosphere trap some of this heat. It's a good thing this happens. Otherwise, we would have temperatures similar to the moon. There, it can reach a boiling 123°C (253°F) during the day and a frigid -153°C (-243°F) at night.

Lately, scientists have seen an increased greenhouse effect. If it gets too strong, then too much heat will get trapped in the atmosphere. This could make Earth's average temperature rise. Most scientists think that humans are to blame.

Making an Impact

There are things people can do to slow climate change. Many countries are starting to use **renewable** energy. It is much better for Earth. This energy is not made from fossil fuels, which release greenhouse gases into the atmosphere.



Continued

Climate Change *(cont.)*

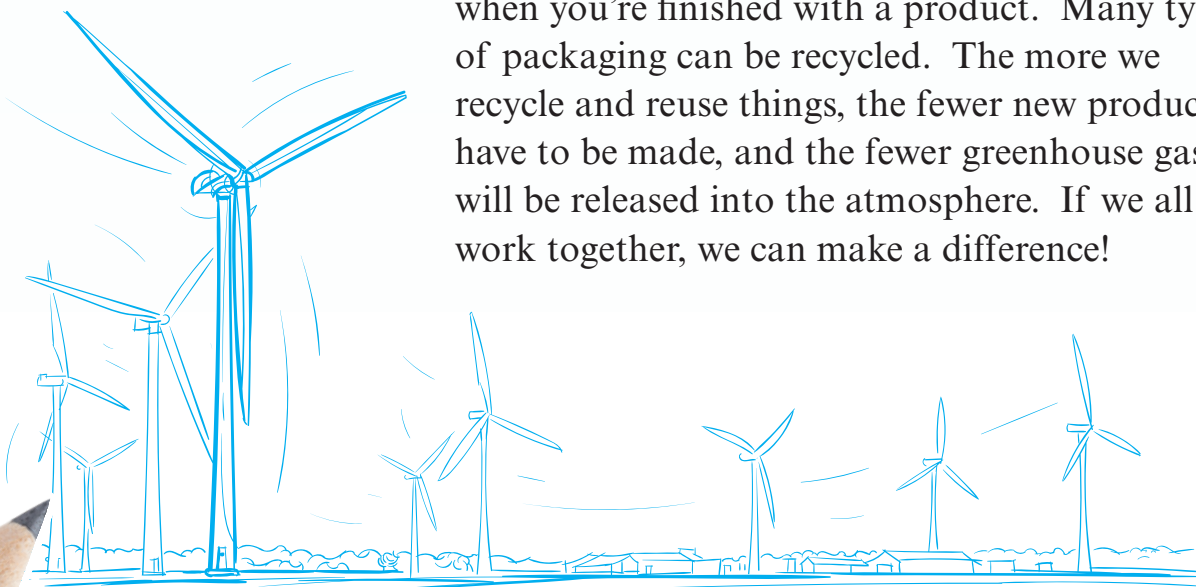
Wind power is one type of this energy. One wind turbine can power 1,000 homes. Solar power is also a great choice. Solar panels use the sun to power just about anything from cell phones to cars. Hydropower is another option. It uses moving water to make electricity. Scientists are working to create even more renewable energy sources.

But this doesn't mean that the rest of us can't help. Together, we can help cool the planet by reducing our **carbon footprints**. Think of all the ways you can save energy. Put on a sweatshirt instead of turning on the heater at home. Use energy-efficient lightbulbs. Recycle! Recycling can save about 450 kilograms (990 pounds) of carbon dioxide a year from entering the atmosphere. If everyone follows these simple steps, we can continue to move in the right direction.

Public transportation can also greatly cut carbon dioxide output. If more people ride subways or buses, then there will be fewer cars on the road and less carbon dioxide in the atmosphere. People can reduce their carbon footprints even further if they walk or ride bikes.

Factories use a lot of fossil fuels to make the things we buy. Some people are trying to use less of these goods. Some people are making things at home instead. Others are buying used goods. Some people are even choosing to buy things from companies that make things in environmentally friendly ways.

You can also reduce your carbon footprint when you're finished with a product. Many types of packaging can be recycled. The more we recycle and reuse things, the fewer new products have to be made, and the fewer greenhouse gases will be released into the atmosphere. If we all work together, we can make a difference!



Directions: Use the words in the Word Bank to complete the sentences.

Word Bank



- atmosphere
- carbon footprint
- renewable
- average
- greenhouse effect
- thrive

- 1 Wind power, solar power, and hydropower are all examples of _____ energy.
- 2 The _____ helps keep Earth at an even temperature.
- 3 The teacher told Isabelle that she did better than _____ on the test because she scored higher than most of the class.
- 4 He walks to work to try to reduce his _____.
- 5 Adam made sure his plant had plenty of water and sunlight so that it would _____ in his home.
- 6 Crowds gathered to watch the rocket escape the _____.

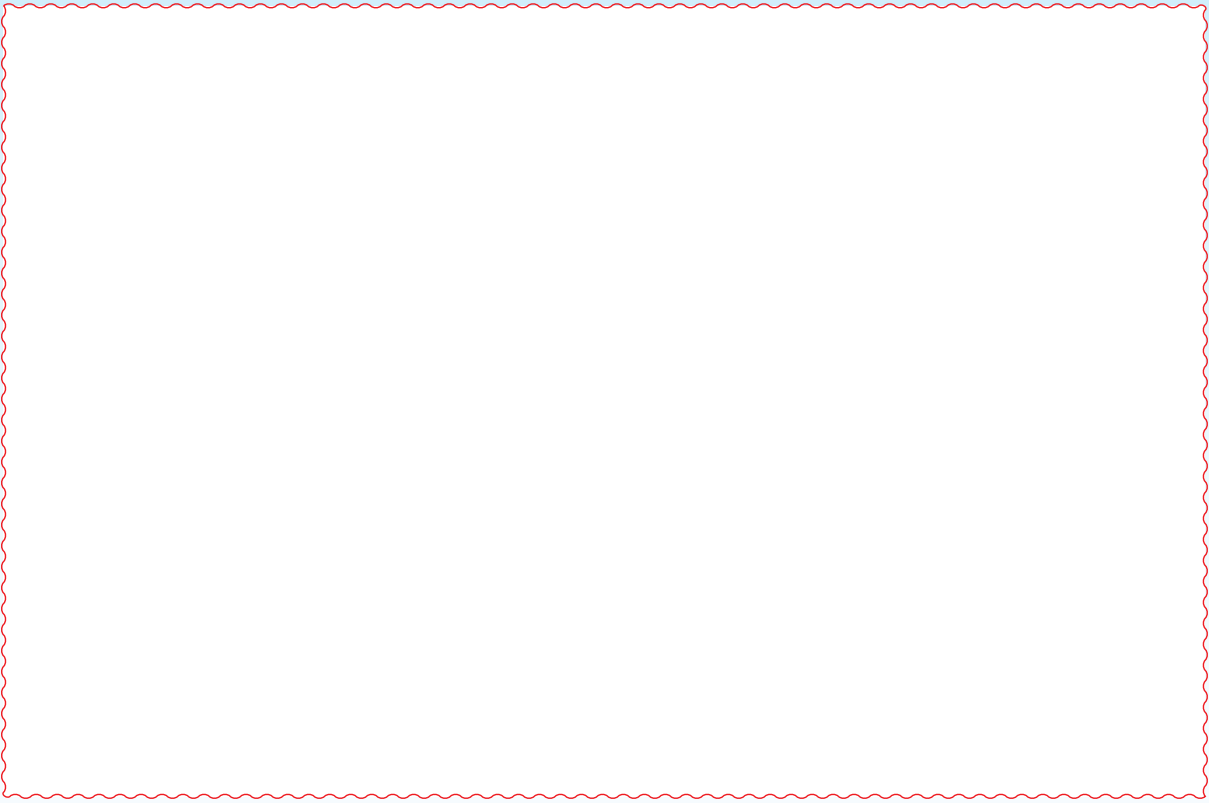
Directions: Choose two different words from the text on pages 13–14. Write a sentence using each of the words.

- 1 _____

- 2 _____



Directions: Draw a diagram to show how the greenhouse effect works.



Directions: Answer the questions.

1 Explain your diagram.

2 Why is climate change an important issue?



Name _____ Date _____

Directions: Write a poem using as many of the spelling words as you can. Then, draw a picture to go with your poem.



Spelling Words

- slay
- holiday
- stain
- sprain
- aim
- stray
- Monday
- faith
- plain
- afraid



Directions: Wind turbines can harness the wind’s energy. Read the notes about using wind turbines. Decide whether each note is an advantage or a disadvantage, and write it in the table.

- no wind, no energy
- do not take up much land
- noisy for nearby homes and businesses
- birds can be killed by turbine blades
- wind is free
- do not create pollution or greenhouse gases
- clutter land, which some people say is ugly
- good for remote areas without access to electricity

Advantages	Disadvantages



Directions: Do you think wind turbines should be used to collect wind energy? Write your opinion and why you feel the way you do. Use the table from page 23 to help you.



Writing



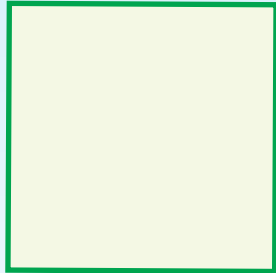
Edit and Revise

A strong opinion paragraph includes:

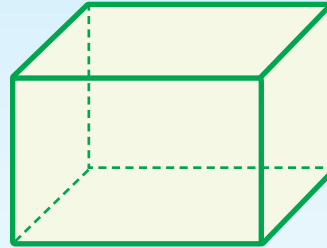
- an introductory sentence that states your opinion.
- details to support your ideas.
- a concluding sentence.

Directions: Solve each problem.

- 1 Draw at least one line of symmetry.

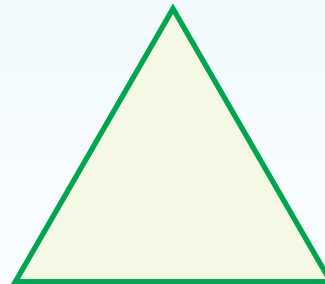


- 5 Name the shape of the solid's base.

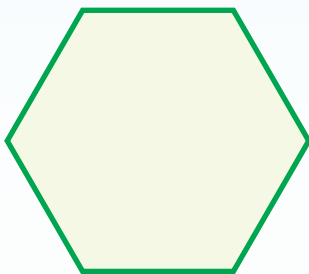


- 2 How many lines of symmetry does a regular pentagon have?

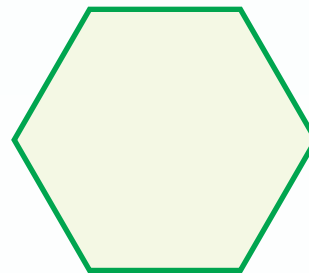
- 6 Draw at least one line of symmetry.



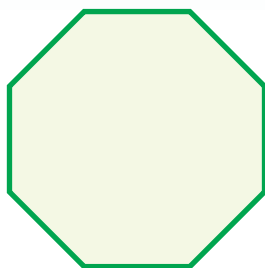
- 3 Draw at least one line of symmetry.



- 7 Name this shape.



- 4 Draw at least one line of symmetry.





Directions: Read and solve the problem.

Gloria is making a necklace with beads in the shapes of stars, suns, and moons. She begins by placing one sun, two moons, and two stars on the necklace. If she continues this pattern, what will be the 100th bead on the necklace?

1 Sketch the first 10 beads in the necklace.

2 How can your sketch help you determine the 100th bead? Solve the problem, and justify your solution.

3 Using the star, sun, and moon beads, draw a necklace pattern of your own. Determine what the 100th bead on your necklace will be.

Directions: In the 1800s, Americans began moving west. Before the end of the century, they had spread all the way to the Pacific Ocean. Research westward expansion during that time. Then, answer the questions.

1 Why did people want to move west in the 1800s?

2 Describe the journeys of pioneers moving west.

3 What was life like for pioneers once they reached the frontier?

4 How did westward expansion affect American Indian tribes?



Directions: Follow the steps in this experiment to discover what happens to chalk in vinegar.

What You Need

- three clear plastic cups
- three pieces of chalk
- lemon juice
- vinegar
- water

What to Do

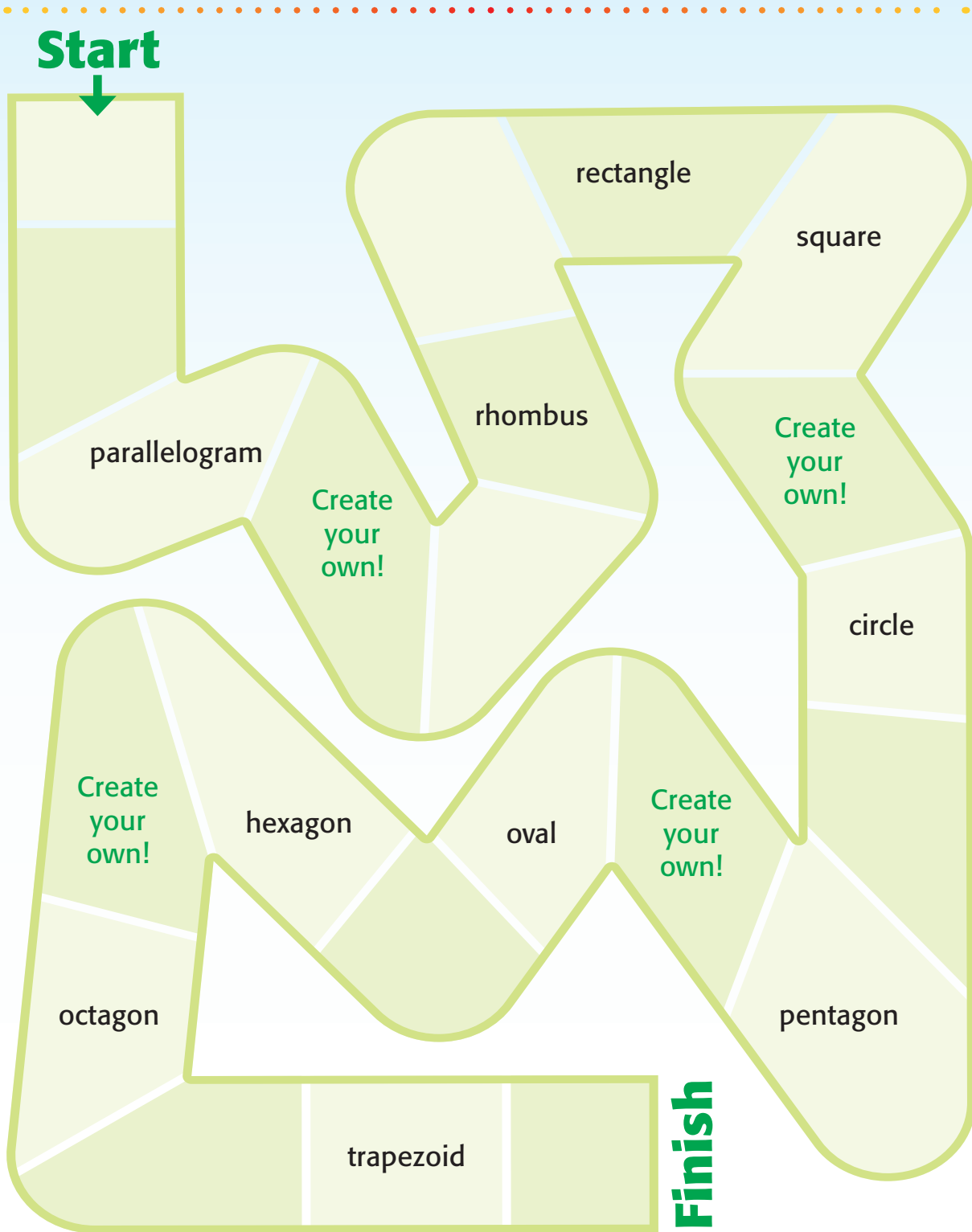
- 1 Fill each cup halfway—one with lemon juice, one with vinegar, and one with water.
- 2 Place one piece of chalk in each cup. Leave the cups in a safe place.
- 3 Make a prediction. What will happen in the different cups?

- 4 Observe the cups each day for three days. Draw and label diagrams to record what you see.





Directions: Work with a partner. Use small objects to mark your spots on the game board. Take turns rolling a number cube. Move the number of spaces that you roll. If you land on a space with words, draw that shape on a sheet of paper. Add one line of symmetry to your shape. Some spaces let you create your own shape. Just remember, it needs at least one line of symmetry. The first person to reach the finish line wins.



Directions: Think about a way you might waste energy, such as not turning off lights. Use words and drawings to show what you may be thinking when you waste energy and what you may be thinking when you work to conserve energy.

Waste Energy	Conserve Energy



CHALLENGE

How can you help others be mindful about conserving energy?

Directions: Go to the *Alliant Energy Kids* website. Read about renewable energy.

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What Is Renewable Energy?

tcmpub.digital/LLM/4/unit1

- 1 Scroll down and click on one of the types of energy to learn more about it.
- 2 Compare and contrast two types of energy.
- 3 Make a table or Venn diagram to show your comparison. Use Google Slides or another presentation app.
- 4 Share your work with a family member. Explain what you learned about renewable energy.



Directions: Focus on your well-being with these hands-on activities. Choose at least two to complete.

Staying Healthy

Research to find out where your family can buy local produce. Grocery stores or farmers markets are great places to start. If possible, support your local farmers.

Amazing Art

Make a miniature wind turbine—a pinwheel! You will need paper, scissors, glue, a pin, and a straw. Look online for directions on how to make this simple craft. Use any recycled materials you can.

Making Music

Many people enjoy listening to recordings of nature. Listen to waves on a beach, a rainstorm, or a forest at night. Why do you think people like to listen to these sounds? Do you?

Getting Active

Walk around a local park or your neighborhood. Pick up trash along the way. Then, recycle what you can, and properly dispose of the rest.



Build a Winter Ecosystem

Overview

Guiding Question: How do animals survive in winter?

Directions: Follow the steps to help others learn about a winter or cold-weather ecosystem.

1 Think about a winter or cold-weather ecosystem. Use these questions to help you get started. Write your initial ideas on the lines.

- Where is the ecosystem located?
- What plants live there?
- What animals live there?
- Which animals are predators? Which animals are prey?
- What nonliving things are there?
- What decomposers are there?
- What is the weather like?
- What geographical features (landforms) are there?

2 Complete the activities on each page.

3 Build a 3-D model of the ecosystem.

4 Make a video presentation for a nature show about the ecosystem.

